



SB08 212 Legislative Update report
Colorado's Achievement Plan for Kids (CAP4K)
2010 Goals and Accomplishments

Submitted by the Colorado Department of Education

February 15, 2011



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The Honorable John Hickenlooper
Governor of Colorado

The Honorable Tom Massey
Chairman, House Education Committee

The Honorable Bob Bacon
Chairman, Senate Education Committee

The Honorable Brandon C. Shaffer
President of the Colorado Senate

The Honorable Frank McNulty
Speaker of the House

The Honorable Mike Kopp
Senate Minority Leader

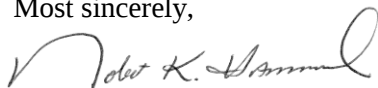
Dear Sirs:

As required by Senate Bill 08-212, the Colorado Department of Education is pleased to submit its third annual update on the progress and plan for the implementation of the Colorado Achievement Plan for Kids (CAP4K).

Enclosed within this report is a narrative that documents accomplishments to date with respect to key deliverables, as well as supporting appendices, including key findings and schedules. CAP4K sets forth a common purpose – readying all students for postsecondary and workforce success – and a significant step toward achieving that goal was adopting new state academic standards that are fewer, clearer and higher. A key deliverable in 2010 was the development of the new assessment system which will provide ongoing signals and measurement of students’ progress toward college and career readiness. Another key deliverable was CDE’s support to Colorado districts and schools with the transition toward the new standards. Leading this effort is the CDE Standards Implementation Team, led by content specialists who provide the necessary bridge from policy to practice, bringing key supports to Colorado districts, schools and teachers.

In 2011 CDE will continue to support districts with standards implementation, facilitate the development of the new assessment system and establish state graduation guidelines. In addition, CAP4K calls for the Colorado Department of Education (DHE) to align higher education policies, admissions and teacher preparation programs based on the previous steps taken to create a truly aligned P-20 system. Now, more than ever, we look to you for continued support of the vision outlined in CAP4K. The goals of education reform in this state persist despite changes in gubernatorial administrations and leadership at both CDE and DHE. We request your continued bipartisan support as we implement what history may deem one of the most influential education reform movements Colorado has ever seen.

Most sincerely,

A handwritten signature in dark ink, appearing to read "Robert K. Hammond". The signature is fluid and cursive, with a large, stylized initial "R".

Robert K. Hammond
Commissioner

A Look Back: CAP4K 2010 Goals and Activities

I. P-20 Collaboration and Public Engagement Strategies

Goal:

Engage Colorado stakeholders in transparent, open two-way communication about SB 08-212 and implications for public education systems in Colorado.

Status:

The Colorado Department of Higher Education continues to be a close partner with CDE and is working to create a seamless system of public education standards, expectations and assessments. The joint CDE and DHE team has used a number of mechanisms for gathering input from Coloradans and building awareness and public engagement in the mandates of SB 08-212. The following activities work toward meeting this goal:

- A. Statewide regional public feedback tours
- B. Online surveys
- C. Stakeholder committee and subcommittees
- D. Full-day trainings and online “office hours”
- E. Public awareness campaign through presentations at CASE, CASB, CEA and BOCES events
- F. Concerted efforts to include Coloradans outside the education community such as business and military professionals as well as parents
- G. Web site development

Future:

CDE is committed to ongoing efforts to help make education reform in Colorado an inclusive and transparent process. CDE understands the importance of communicating with and involving the public in every phase of the implementation of CAP4K. The joint CDE and DHE team will continue to meet biweekly to ensure close collaboration between the departments and shared accountability for every student’s continued success in an aligned, P-20 educational system.

II. Adoption of the Colorado Academic Standards – Outreach and Supporting Transitions

Goal:

To raise awareness about the new standards in order to support Colorado school districts as they review their district-level standards in comparison with the state-adopted standards no later than December 2011. Each local education provider shall revise its standards as necessary to ensure all standards meet or exceed the state standards.

Status:

Colorado school districts are finding that at precisely the time resources are most needed to implement the new Colorado Academic Standards, economic times have stripped their districts of the personnel that in the past have created local curriculum and instructional resources. Without support to Colorado districts, Colorado faces the possibility for the reform intended by CAP4K to be compromised.

In response to the challenge of implementing Colorado’s new preschool through postsecondary standards, the CDE Standards Implementation Team dedicated itself to supporting Colorado districts and schools to ensure the success of Colorado’s students in meeting these demanding, 21st century transformative standards.

The Standards Implementation Team is following a multi-year, four-phase process of implementation guidance and support that is designed to work in tandem with the transition to a new state assessment system. This multi-year process includes four broad phases: awareness, transition, implementation and transformation. Awareness (SY 2010-11) involves a communication plan for educators about the revised standards. Transition (SY 2011-13) involves supporting districts and schools in curriculum changes based on the revised standards. Having a two-year transition period allows for thoughtful planning and implementation of new expectations supportive of students, teachers, schools and districts. Implementation (SY 2013-14) involves altering instructional practices to the revised standards. Finally, transformation, the ultimate goal of instituting new standards, involves innovation in teaching and learning based on the revised standards. (See Appendix A: Standards Facilitated Curriculum Presentation)

The CDE Standards Implementation Team is committed to supporting districts and schools in fulfilling the intended outcomes of CAP4K. During FY 2009, the SIT held 13 regional trainings for school districts, conducted training for administrators at CASE, and held an additional six trainings for principals and teacher leaders through a partnership with the Tointon Institute at UNC. A total of 142 school districts trained and more than 600 participants were trained. In addition, a Personal Financial Literacy Summit for districts was held with more than 100 participants, eight trainings for support agencies were held, and more than 40 trainings have occurred at state, regional and district conferences. The SIT created and continues to support districts through online office hours, which are webinars held twice a month for ongoing professional learning and up-to-date information on the release of support tools for district use.

Future:

The 2011-13 school years will be pivotal to ensure the intended results of CAP4K – a transformed preschool through postsecondary educational system. The transition to revised standards requires intentional design. As such, the CDE Standards Implementation Team is providing needed district supports to meet the requirements of CAP4K and is developing an online resource bank to support districts in meeting the legislative requirements and intent of CAP4K. The following chart details the local education provider requirements related to standards and the reciprocal support provided by CDE.

District Requirements of CAP4K	Support from CDE for 2011-12
By December 2011: Review local standards	Spring 2011: Online and in-person professional development support for local review process; gap analysis tools; facilitation of cross-district collaboration
Revise local standards	Spring 2011: Online and in-person professional development support for local revision process; resources for filling gaps; facilitation of cross-district collaboration Summer 2011: Professional development and support for designing standards and instruction focused on 21 st century skills and postsecondary and workforce readiness -- a gap in many local standards
Adopt local standards that meet or exceed state standards	Spring 2011: Guidance for adopting standards
Design and adopt curriculum to ensure all students	Spring-Fall 2011: Curriculum design

District Requirements of CAP4K	Support from CDE for 2011-12
receive a program of study to attain standards	protocols and prototypes appropriate for all 10 content areas at all grade levels inclusive of English language proficiency Summer 2011-Spring 2012: Professional development for district leaders and teachers translating standards into classroom instruction Spring 2012-Spring 2013: Tools, resources and associated professional development for classroom instruction based on the revised standards in preparation for 2013-14 SY's new state summative assessment
Adopt assessments to measure student progress toward attainment of the standards	Fall 2011-Fall 2012: Assessment tools and resources

CAP4K articulates the ultimate goal of public education as ensuring that whatever a student's aspirations may be, each student is prepared to meet his or her full potential. This vision is only attainable through continued vigilance and support. Thus, the Standards Implementation Team is fully committed to providing the tools and resources to teachers, schools and districts to make the vision of CAP4K a reality for every child in Colorado. Without support from the Standards Implementation Team at CDE, Colorado districts will find the challenge ahead even more daunting.

III. **Develop and Adopt a New Assessment System**

Goal:

To adopt a revised system of assessments that aligns with the updated state academic standards, and includes school readiness and PWR assessments, summative assessment and assessments for special populations (English language learners and students with significant cognitive disabilities). CDE will seek input and recommendations from the public and outside experts.

Status:

After a year-long, inclusive, stakeholder-led process, CDE met this goal and received unanimous approval of the new assessment attributes. On Nov. 29, 2010, the Colorado State Board of Education and Colorado Commission on Higher Education jointly adopted the assessment design attributes. On Dec. 6, 2010, the state board voted to unanimously approve the assessment framework that included more specific attributes, concluding the process to design the new system. These attributes will be the bases for CDE to create a detailed request for proposals on which testing companies can bid in spring 2011.

Based on public input, CDE and DHE along with the stakeholder committee and assessment subcommittees established a framework for a new assessment system. Included in the re-conceptualized, seamless P-20 assessment system was the need to signal mastery and readiness, be user-friendly, be meaningful for all stakeholders, and be timely in its administration and delivery of results. Due to overwhelming feedback, the state also decided to pursue a system that included the use of formative instruction and interim assessments to provide educators with immediate feedback to inform instruction in an ongoing manner. Beyond a CSAP replacement, each component of the

assessment system is meant to work in concert with the others to help ensure students' progress towards PWR.

The attributes of the new system include: statewide summative assessment for grades 3-11 to measure math and reading and writing; statewide summative assessments in science and social studies at least once in elementary, middle and high school; school readiness measurements for grades preschool through grade 2; formative instructional supports and interim assessments; the Individual Career and Academic Plan (ICAP); an 11th-grade nationally recognized college placement assessment; and that the assessments are capable of being administered online where applicable and fiscally practicable.

The new assessment system will be built in three steps, which are stakeholder-driven, nationally researched and vetted across the state. The following describes the assessment survey, Assessment Stakeholders Committee and subcommittees, and joint regional tours with CDE and DHE. All of these activities are focused on providing feedback and input from diverse constituents across Colorado to inform the process of redesigning the state's assessment system.

- A. **Assessment Stakeholders Committee** - The Assessment Stakeholders Committee was identified by Commissioner of Education Dwight D. Jones to compile and condense all research, technical advice, subcommittee work and public feedback to make recommendations to him, who would then put forth a recommendation for consideration by the state board and the Colorado Commission on Higher Education about the new assessment system. The stakeholders discussed a complete assessment system, which includes assessments for school readiness, PWR, special populations, and summative and formative assessment options. The committee was selected with this entire system in mind. There were 35 members with representatives from each key professional sector: business, higher education, military, K-12 educators, school district administration, early childhood education, special education, English language learner specialists, and local school board members (Appendix B: List of Assessment Stakeholders). Throughout the year, the stakeholders met 13 times in day-long meetings. The committee advised the process, gave expert opinion on assessment attributes, selected subcommittee members and reached consensus on final recommended attributes.
- B. **Assessment Subcommittee Members** - Through a name-blind selection process, and with the advice of the Assessment Stakeholders Committee, the commissioner announced the creation of five subcommittees. CDE received more than 400 applications from highly qualified candidates to fill 78 available positions. The subcommittees focused on five areas of the new assessment system including: summative, interim and formative, special populations, school readiness, and postsecondary and workforce readiness. Each subcommittee was charged with outlining the design specifications for a new, unified assessment system. The subcommittee experts were selected based on area of expertise (early childhood education; elementary, middle, high school; higher education, business, parents); geographic region; experience with gifted and talented students, ELLs and students with disabilities; and approaches to changing assessments.

Over the course of five, all-day Saturday sessions, the subcommittees completed a template which addressed various issues and attributes of each assessment. In addition to detailing the assessment guidelines and rationale, each group specifically considered the assessment utility, data and reporting needs, key roles and responsibilities, how it would demonstrate a student's progression toward readiness to enter the workforce and/or postsecondary institutions and how it may incorporate and assess the 21st century skills (embedded in the new Colorado

Academic Standards). Link to recommendations:
http://www.cde.state.co.us/cdedocs/ASMTRev/Complete_Booklet_of_Subcommittee_Recs916.pdf.

The recommendations have several uses in the process of developing the next generation of assessments. They were presented to the Assessment Stakeholders Committee. (Appendix C: List of Assessment Subcommittee members).

- C. **SB 08-212 Regional Town Hall Assessment Tour** – SB 08-212 is very clear about the need for public input and involvement in the development, planning and implementation of the CAP4K initiatives. For the third year in a row and in another joint effort by the Colorado departments of education and higher education, three regional tours took place across the state in order to convene educators, students, parents, business and community leaders and other interested citizens. The purpose of these tours was to gather more public input about the next generation assessment system. In addition, an online survey link was made available to allow those who were unable to attend a meeting in person. These state-wide tours were very useful in soliciting feedback from Coloradans on what they would like from a new assessment system and gathering reactions about the proposed design. The combined 23 regional meetings garnered feedback from more than 800 participants (600 in attendance and 220 online) from early childhood educators, K-12 teachers and administrators, college and career counselors, personnel from postsecondary institutions (deans of colleges of education, admissions officers, professors, and academic affairs representatives), business owners, military personnel, students and parents.

These evening meetings started with a brief presentation about the definition of postsecondary and workforce readiness, a review of the new Colorado Academic Standards and SB 212 legislative requirements, and a description of the vision for the new assessment system. The first tour asked Coloradans what they wanted to see in the new assessment system. The second follow-up tour asked participants to provide feedback on the recommended attributes. Please see Appendix D: Autumn Tour Schedule; Appendix E: Autumn Tour PPT and Summary; Appendix F: Winter Tour Schedule; Appendix G: Winter Tour PPT and Summary.)

- D. **Public Surveys** – The Colorado Department of Education asked the public to help determine what aspects of the current assessment system are important, including what should be considered when potential changes are discussed. CDE constructed a survey to help gather some of this information, and invited participation through multiple outlets, including CDE's *The SCOOP* e-newsletter, the CDE Web site, e-mails to districts and press releases. The survey was open to the public from Oct. 26 through Dec. 31, 2009 and since the results were reported in January 2010, included in last year's update. A total of 1,464 surveys were completed, and the results were posted on the CDE Web site and shared with the Assessment Stakeholders Committee and its subcommittees. (Please see Appendix H: Assessment Survey Results.)

Another survey was conducted in 2010 to inform the development of a new assessment system. CDE contracted with WestEd, a nationally recognized education research laboratory, to develop, administer and analyze data from online surveys to determine the capacity of Colorado schools to implement assessment reform and explore opportunities for improving the state's next assessment system. The Assessment, Standards and Accountability Program at WestEd has worked closely with CDE's Office of Standards and Assessments beginning with the revision of the Colorado Model Content Standards in 2009. WestEd's work is prominent in the development of innovative, technology-driven assessments. Their work with the Gates Foundation, NAEP, and the Smarter Balanced Assessment Consortium along with their

intimate knowledge of Colorado's standards and assessment goals made them an excellent choice to help CDE gather this information from the field. Two online surveys—one targeting teachers and one district administrators—were developed by WestEd through an iterative process that incorporated input and feedback from CDE. The surveys were fielded on April 20, 2010, and remained open until May 18, 2010. A total of 1,630 teachers responded to the teacher survey and a total of 317 district administrators responded to the district administrator survey. (Please see Appendix I: CO Assessment Capacity Survey Final Report.)

- E. **Joint Adoption by SBE and CCHE** - Once the stakeholder work was finalized, members of the Technical Advisory Committee (TAC) reviewed the plan and provided technical support and advice. On Nov. 29, 2010, the state board and higher education commission jointly adopted the assessment system design and on Dec. 6, 2010, the state board independently adopted more specific attributes. Combined, these agreements will inform the development of the formal request for proposals in order to begin building the new assessment system. (Appendix J: Adopted Final Student Assessment System Attributes - Dec. 6 2010 and Appendix K: CCHE and SBE Final Assessment Adoption Nov. 29 2010).

Future:

The assessment system revision will take place during the course of the next three years. In 2011 the final traditional version of CSAP will be administered. In 2012 and 2013 a transitional assessment will assess only the new Colorado standards which are also reflected in the old standards. The administration of the new state summative assessment in 2014 will measure all of the new Colorado Academic Standards. For the next fiscal year, a contract for the new assessment system will likely be awarded by December 2011 with the development work commencing in January 2012. Future steps will include item development and blueprint construction, pilot items, reliability and validity evaluations. This also includes researching early infrastructure for technology that online assessment requires. CDE will also update the Colorado Basic Literacy Act to ensure it aligns with the new standards and that numeracy be added to reflect the same instructional values of progress monitoring and early intervention where needed.

IV. **Cost Study Update**

Goal:

To conduct a study of the costs of implementation of SB 08-212. At a minimum, this study must include the anticipated costs to be incurred by four distinct groups: CDE, Colorado Department of Higher Education (CDHE), school districts and institutions of higher education (IHE).

Status:

Augenblick, Palaich and Associates (APA) was awarded the contract to conduct an analysis of the cost implications of CAP4K as required by the law. APA is working closely with the Colorado School Finance Project in completing the analysis. Because CAP4K's implementation is phased in over time, APA submitted the first of three reports in March 2010. The others will be submitted by Oct. 1, 2011, and Oct. 1, 2012.

For the first cost study, APA conducted interviews and gathered research about the adoption and implementation of the school readiness description; revised preschool through elementary and secondary education standards, including but not limited to ELL competency standards; and the PWR description. Cost Study #1 was presented the state board and released prior to the March 15, 2010 deadline. Following the receipt of the report, CDE likewise submitted it to the Joint Budget Committee of the General Assembly and to the education committees of the Senate and House of

Representatives. The report is also available on the CDE and DHE Web sites. (See Appendix L: Cost Study March 2010.)

Future:

The second cost study will include the costs for development and implementation of the new Colorado assessment system. Per SB08-212, the cost study shall be completed on or before Oct. 1, 2011, and submitted to the joint education committees upon receipt. APA will continue to conduct interviews and focus groups to survey representatives from each group (CDE, DHE, districts and IHE) in order to collect information.

The third and final cost study must be delivered on Oct. 1, 2012, and will be a report of the costs pertaining to implementation of the diploma endorsements.

Attachments:

Appendix A: Standards Facilitated Curriculum Presentation
Appendix B: List of Assessment Stakeholders
Appendix C: List of Subcommittee Members
Appendix D: Autumn Tour Schedule
Appendix E: Autumn Tour PPT and Summary
Appendix F: Winter Tour Schedule
Appendix G: Winter Tour PPT and Summary
Appendix H: Assessment Survey Results
Appendix I: Assessment Capacity Survey Final Report - March 2010
Appendix J: Adopted Final Student Assessment System Attributes - Dec. 6, 2010
Appendix K: CCHE and SBE Final Assessment Adoption - Nov. 29, 2010
Appendix L: Cost Study - CAP4K Interim Report - March 2010

Appendix A:

Standards Facilitated Curriculum Presentation



Transitioning to the Colorado Academic Standards

A Facilitated Conversation

January 5, 2011





Purpose and Outcomes

- Provide an update of planned curriculum supports from CDE
- Gather feedback on planned supports
- Provide an opportunity for cross-district discussions of transition plans



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Agenda

- Overview of transition supports from CDE
- Feedback
- Transition supports and discussion
 - General considerations
 - Content specific considerations
- District Debrief

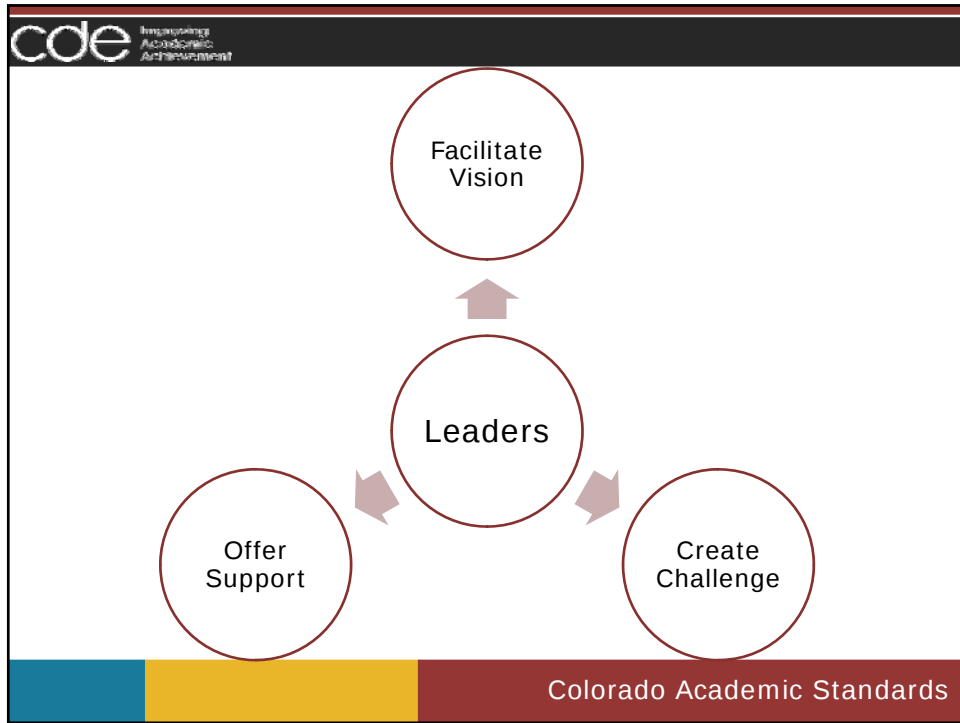
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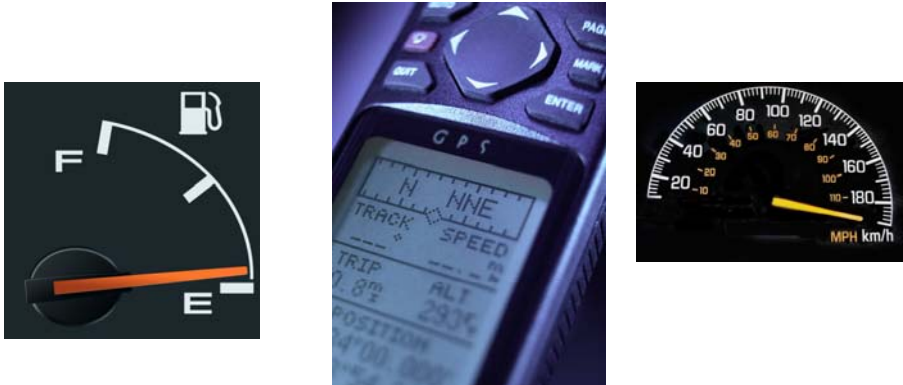
Standards, Curriculum, and Assessment

The diagram illustrates the interconnected nature of Standards, Curriculum, and Assessment. Three blue gears are shown: a large gear at the bottom labeled 'Standards', a medium gear at the top left labeled 'Curriculum', and a medium gear at the top right labeled 'Assessment'. Grey curved arrows indicate a clockwise flow of influence: from Standards to Curriculum, from Curriculum to Assessment, and from Assessment back to Standards.

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The first image on the left is a fuel gauge with a needle pointing towards 'F' (Full) and a fuel pump icon. The middle image is a GPS device showing 'N NNE' for direction, 'TRACK' and 'SPEED' for navigation, and 'TRIP 2.8 mi' and 'ALT 2934' for trip data. The third image on the right is a speedometer with a needle pointing to approximately 60 MPH and a scale in both MPH and km/h.

Colorado Academic Standards

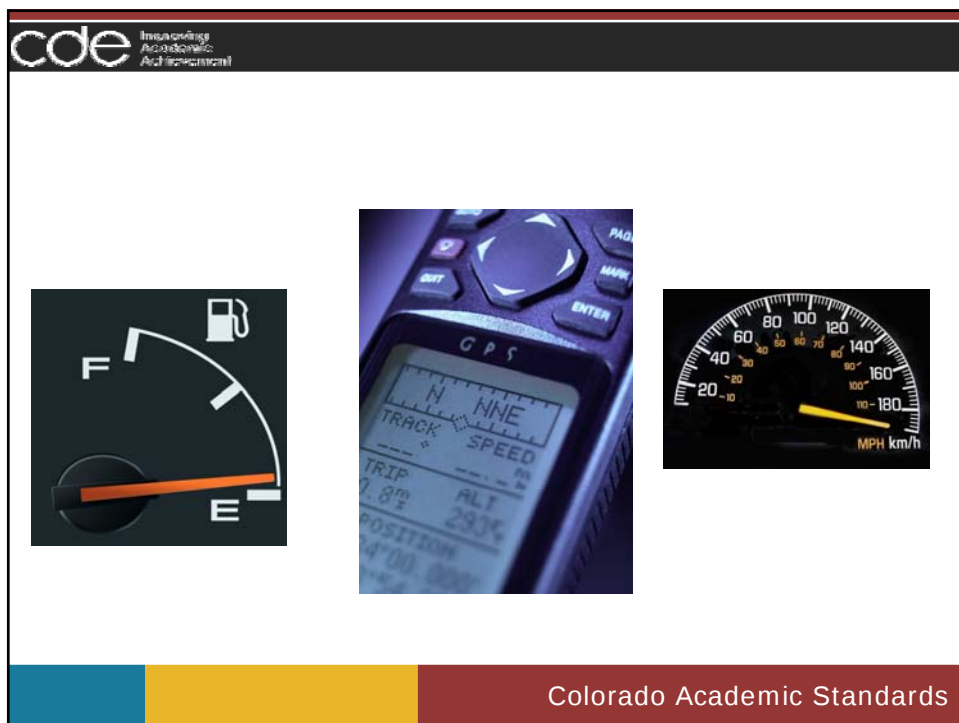
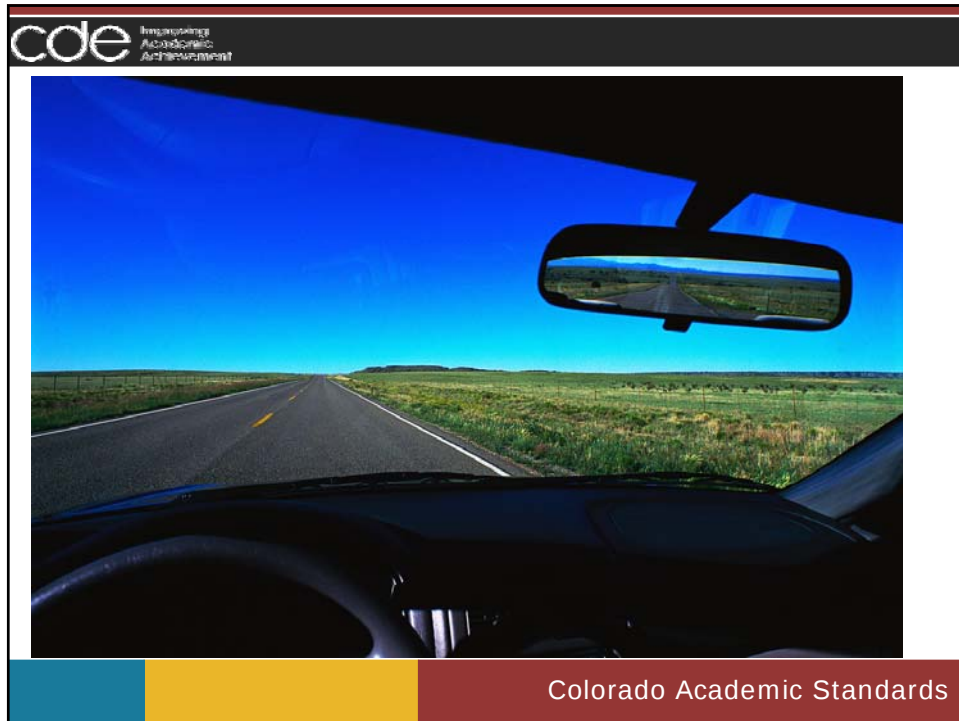
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The image shows a topographical map of the Great Lakes region. A red pushpin is stuck into the map, with its point resting on New York. The map labels several cities including Toronto, Hamilton, Detroit, Cleveland, Buffalo, Rochester, and Philadelphia. It also shows Lake Huron, Lake Ontario, and Lake Erie. The pin is positioned near the border of New York and Ontario, Canada.

Colorado Academic Standards





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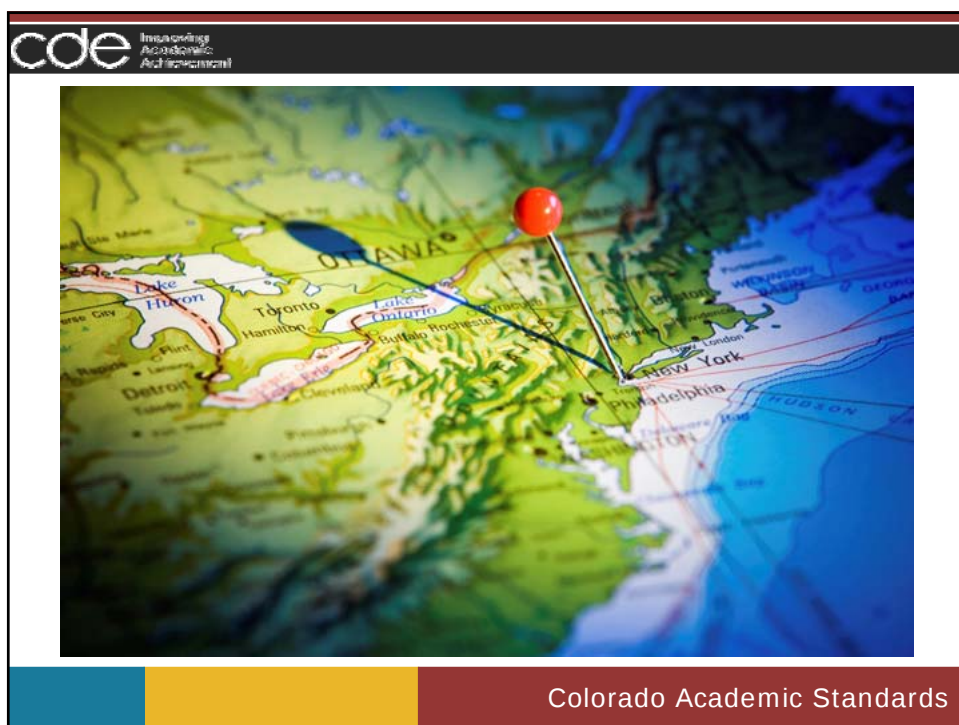
The top slide features the 'cde Inspiring Academic Achievement' logo. It contains two photographs: on the left, a young child is seated in a car seat, looking out the window; on the right, a close-up shows a hand interacting with a car's infotainment screen. The slide is decorated with a blue, yellow, and red horizontal bar at the bottom, with the text 'Colorado Academic Standards' on the red section.

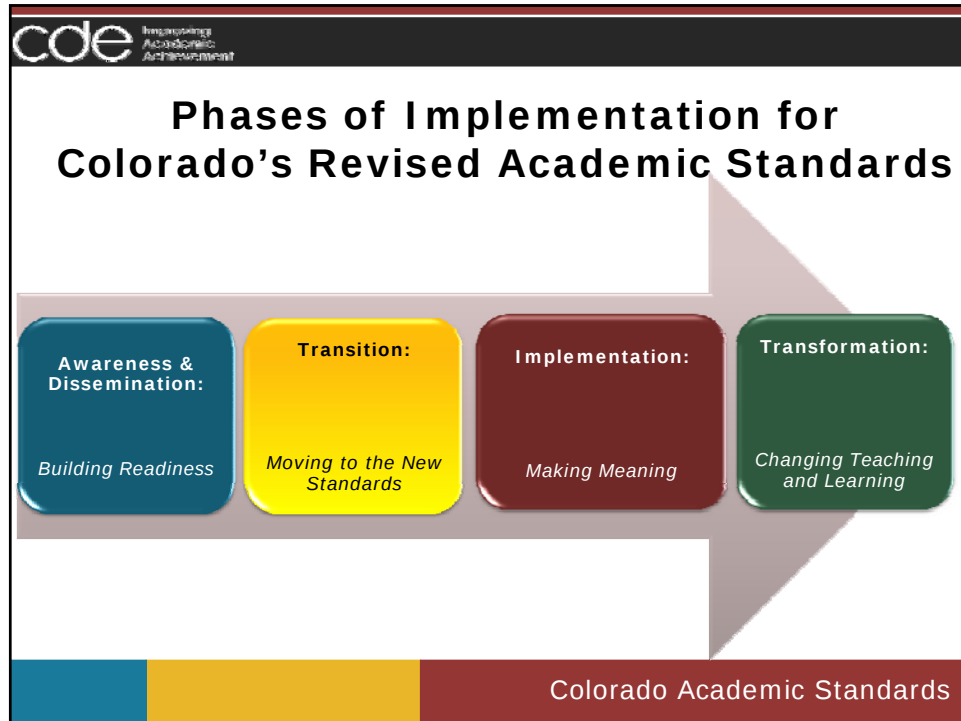
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Colorado Academic Standards

The bottom slide also features the 'cde Inspiring Academic Achievement' logo. It contains a photograph of a man in a suit driving a car, looking directly at the camera with a shocked or surprised expression, his hand near his mouth. The slide is decorated with a blue, yellow, and red horizontal bar at the bottom, with the text 'Colorado Academic Standards' on the red section.





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Current Work

- Template Overview
- Nomenclature
- 21st Century Skills
- Intentional Design
- Transition Support

Colorado Academic Standards




CSAP Replacement Timeline

- Spring 2011 - CSAP as usual
- Spring 2012 - CSAP transition assessment begins using only existing CSAP test items which align to the new standards
- January 2012 - Item development for new summative assessment begins
- Spring 2013 - CSAP transition assessment *plus* pilot of the new test items
- Spring 2014 - New Colorado Summative Assessment administered
 - All new assessment system including:
 - 3-11th grade Mathematics, Reading, Writing
 - Science and Social Studies Assessed once in elementary, middle and high school
 - Personal Financial Literacy expectations assessed in the Math summative
 - Each local education provider shall adopt assessments for the subject areas that are not assessed by the state through the system of assessments adopted by the state board.






Assessment Transition FAQs

Transition Assessments (Spring 2012 and Spring 2013)

- The transition assessments will not introduce new items or formats.
- The transition assessments will not be shorter.

Field Testing New Assessment Items

- New assessments will be piloted in Spring 2013.

Social Studies Assessments

- Social studies assessments will begin Spring 2014 or when fiscally practicable.
- Social studies assessments will be given in three grades, yet to be determined.

Personal Financial Literacy

- Personal Financial Literacy will be assessed beginning Spring 2014.



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Other factors still under consideration...

- High school assessment designs
- School readiness assessments, updating the Colorado Basic Literacy Act (CBLA), and assessing mastery at grades 1 and 2.
- Support and resources needed by districts in order to move toward an online assessment system.
- National standards and assessment initiative.

Colorado Academic Standards

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Agenda item 3

Key elements for Transformation in the Standards

- Prepared Graduates Competencies & Postsecondary Workforce Readiness: common end in mind
- 21st Century skills
- Focus on “All students, All standards”
- Depth, relevant, clearly articulated
- Mastery-application and transferability
- Concepts & Skills

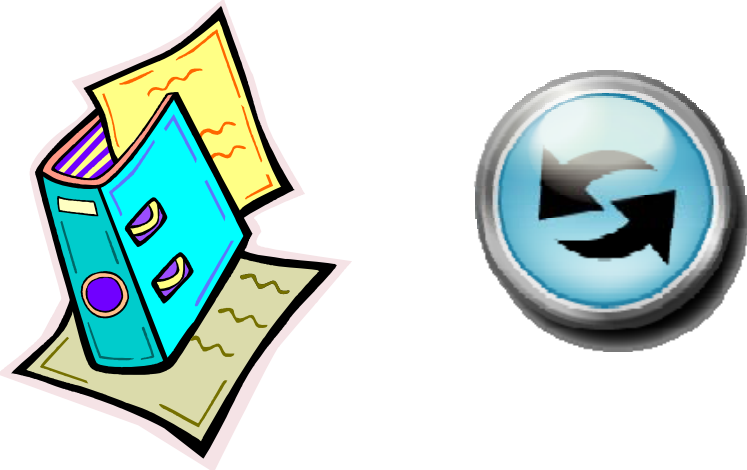
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Then	Approaches to Standards Implementation	Now
• Identify “power” standards • “Unpack” standards • Content isolation and checklist of skills/content	• Mastery standards; All students, all standards • Standards are unpacked by grades and evidence outcomes • Concept connections within and across content areas • Transformative components: ➢ 21st century skills ➢ Post-secondary and workforce readiness	

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What Is Required of Local Education Providers?

- Review and revise local standards
- Adopt standards
- Adopt curricula
- Adopt assessments



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Step One: Review and Revise Local Standards

Following review, revise local standards to ensure that the standards:

- meet or exceed the state standards
- are aligned to ensure that a student will be able to demonstrate postsecondary and workforce readiness



December 15, 2011

Colorado Academic Standards

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Step Two: Adoption of Curricula

- “Following the review and revision of its standards, each local education provider shall adopt curricula that are aligned with the standards.”
- “The local education provider shall design the curricula to ensure that each student receives a program of study that will enable the student to demonstrate attainment of each of the standards.”



Colorado Academic Standards

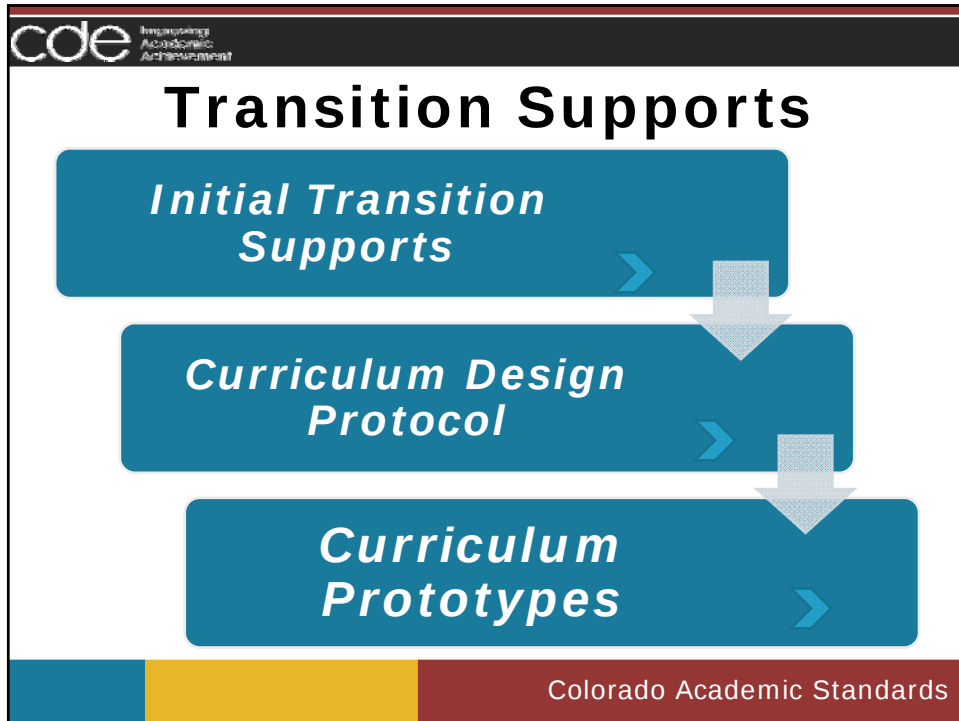
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Step Three: Adoption of Assessments

- “Each local education provider shall adopt assessments that are aligned with the local education provider's standards and curricula and that will adequately measure each student's progress toward and attainment of the local education provider's standards for the subject areas that are not assessed by the state through the system of assessments adopted by the state board.”



Colorado Academic Standards



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Transition Supports

- Standards crosswalks
- Guidance for districts by content area



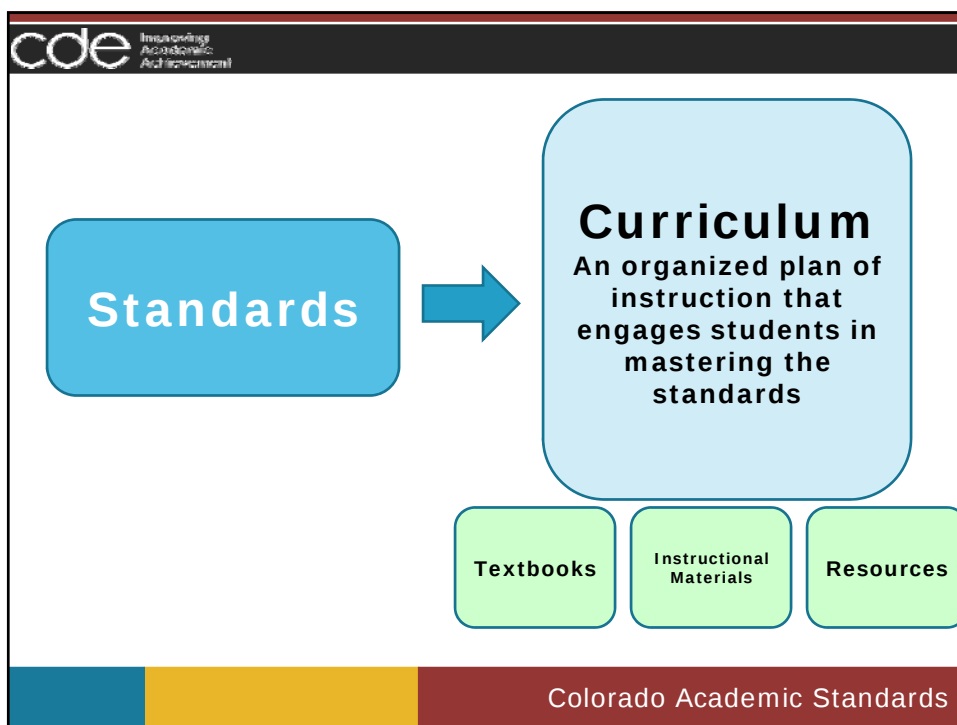
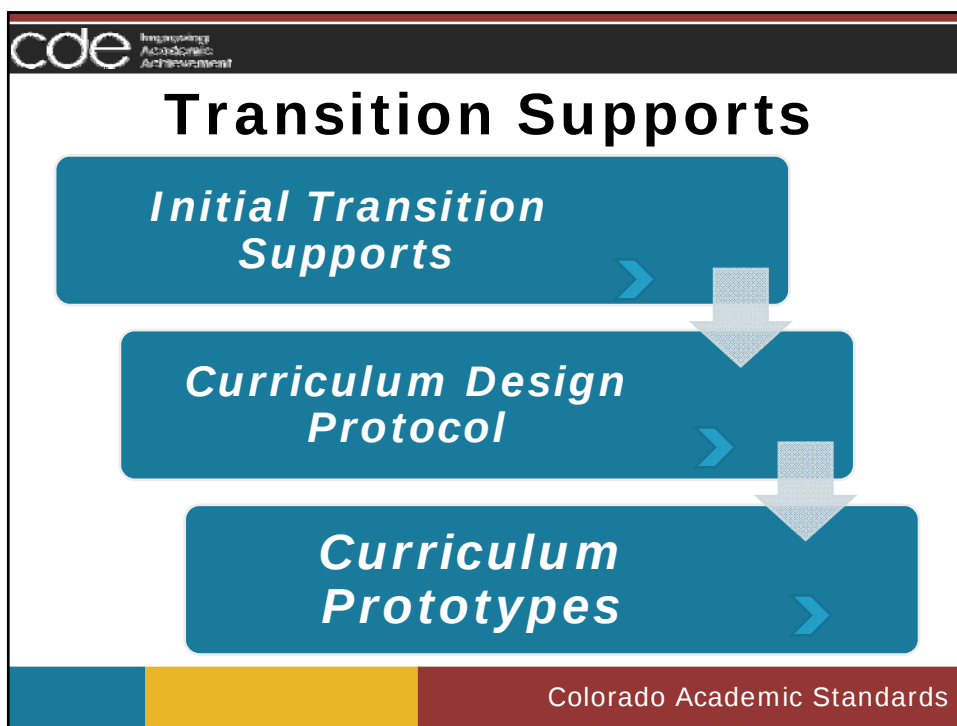
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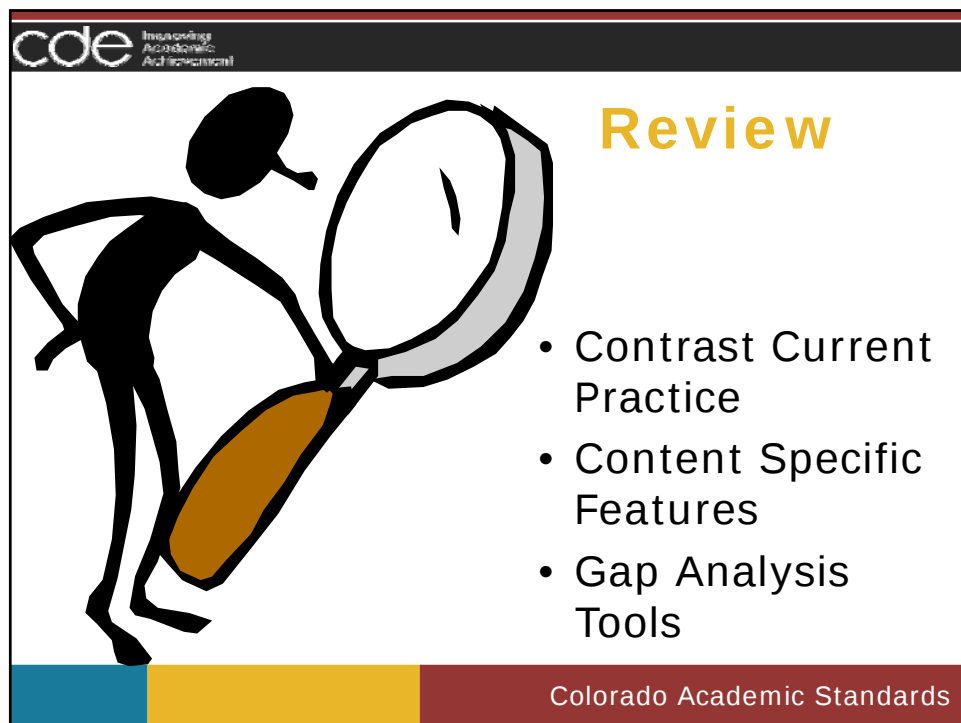
 Improving Academic Achievement			
Grade Level	2011-12	2012-13	2013-14 Full Implementation
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
K			
PK			
Colorado Academic Standards			

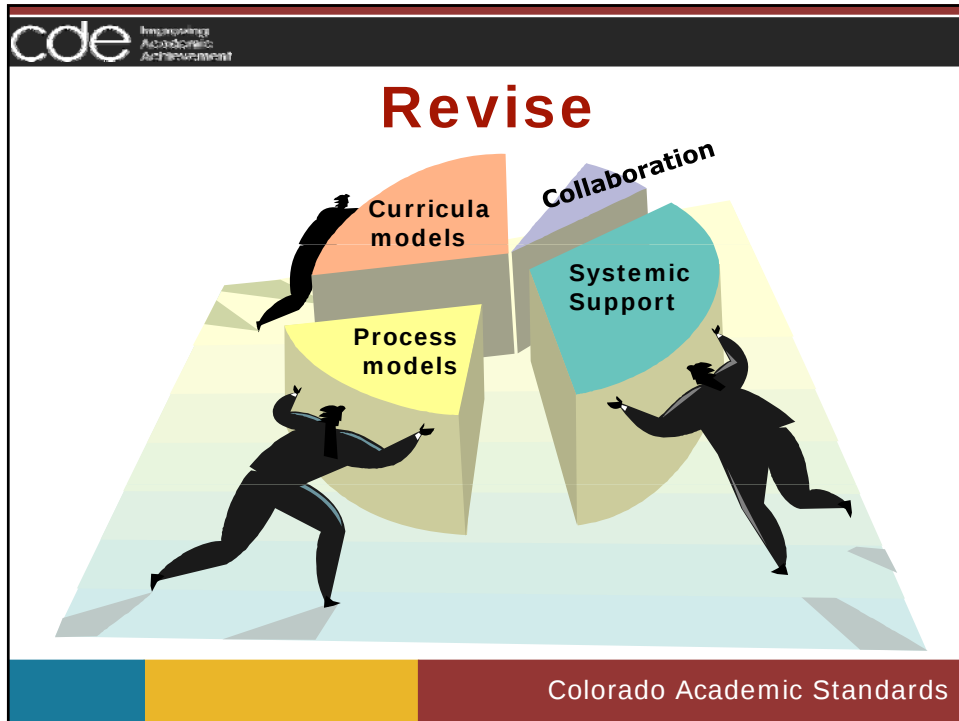
 Improving Academic Achievement			
Grade Level	2011-12	2012-2013	2013-2014 Full Implementation
10-12	10-12	11-12	12
9			
8			
7			
6			
5			
4			
3			
PK - 2	PK - 2	K - 3	1 - 4
Colorado Academic Standards			

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Discipline _____			
Grade Level _____			
Instructions			
Step One: Identify gaps in content, concepts and skills from current district curriculum and the CAS			
Step Two: Create time-phased plan for implementation			
	2011-12	2012-13	2013-14
Gaps:			
Colorado Academic Standards			

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Discipline <u>Mathematics</u>			
Grade Level <u>4th Grade</u>			
Instructions			
Step One: Identify gaps in content, concepts and skills from current district curriculum and the CAS			
Step Two: Create time-phased plan for implementation			
	2011-12	2012-13	2013-14
Gaps: Use decimal notation for fractions with denominators 10 or 100. (CCSS: 4.NF.6) Use the principle of fraction equivalence to recognize and generate equivalent fractions. (CCSS: 4.NF.1) Add and subtract mixed numbers with like denominators. (CCSS: 4.NF.3c) Express a fraction a/b as a multiple of $1/b$. (CCSS: 4.NF.4a) Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of whole number by a fraction. (CCSS: 4.NF.4b) Solve word problems involving multiplication of a fraction by a whole number. (CCSS: 4.NF.4)			
Colorado Academic Standards			



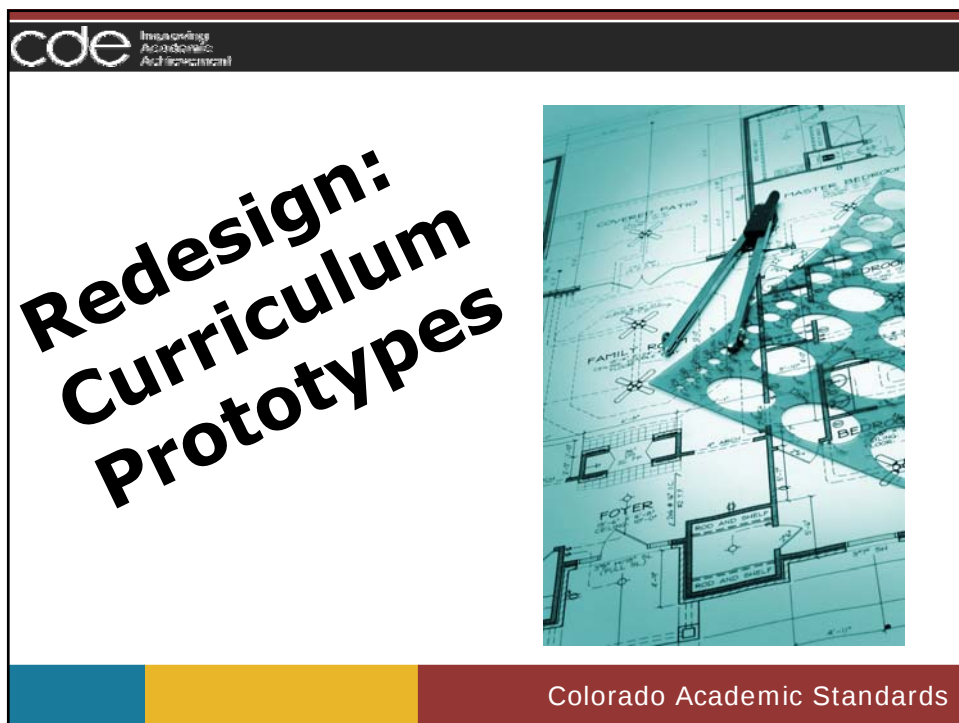
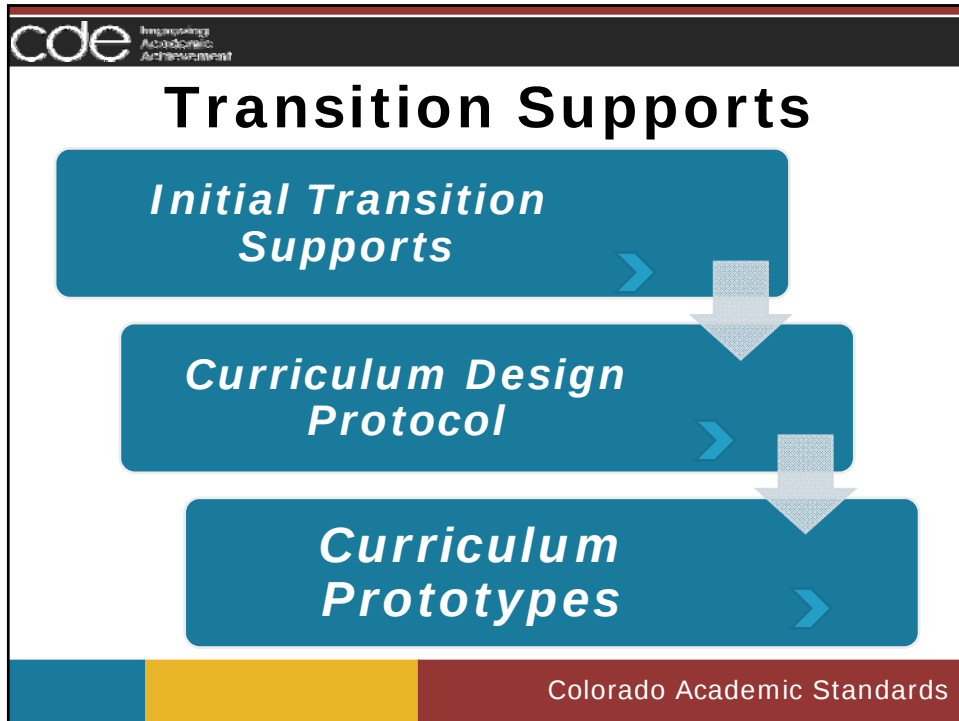


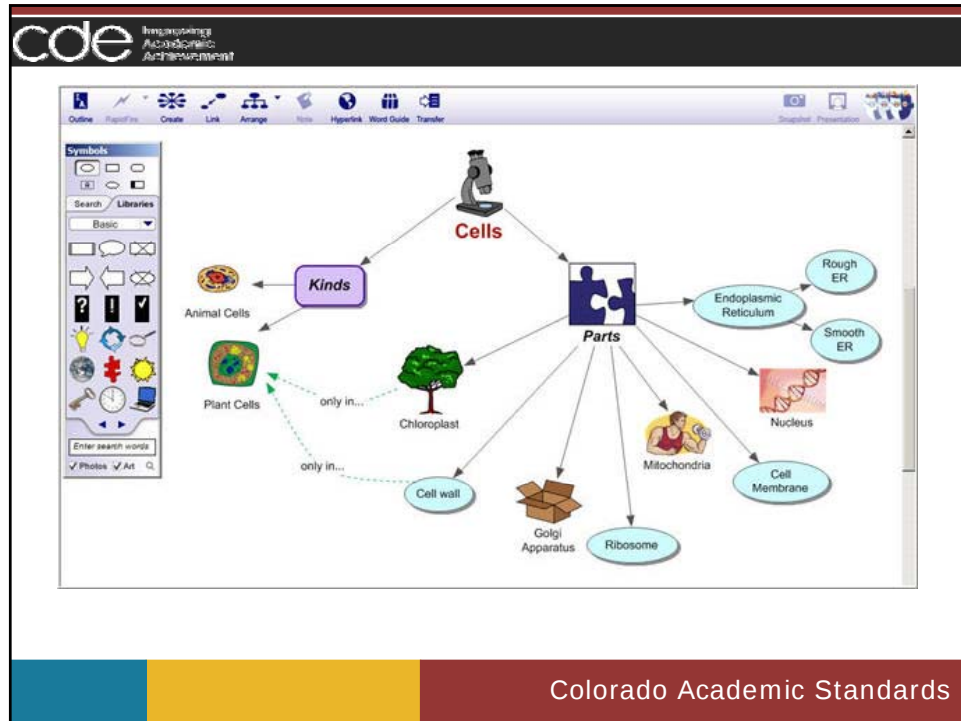


Support Tool Box and Timeline from CDE

- **Reframe**
Online end of January
- **Review**
Online end of February
- **Revise**
Online end of April

Colorado Academic Standards

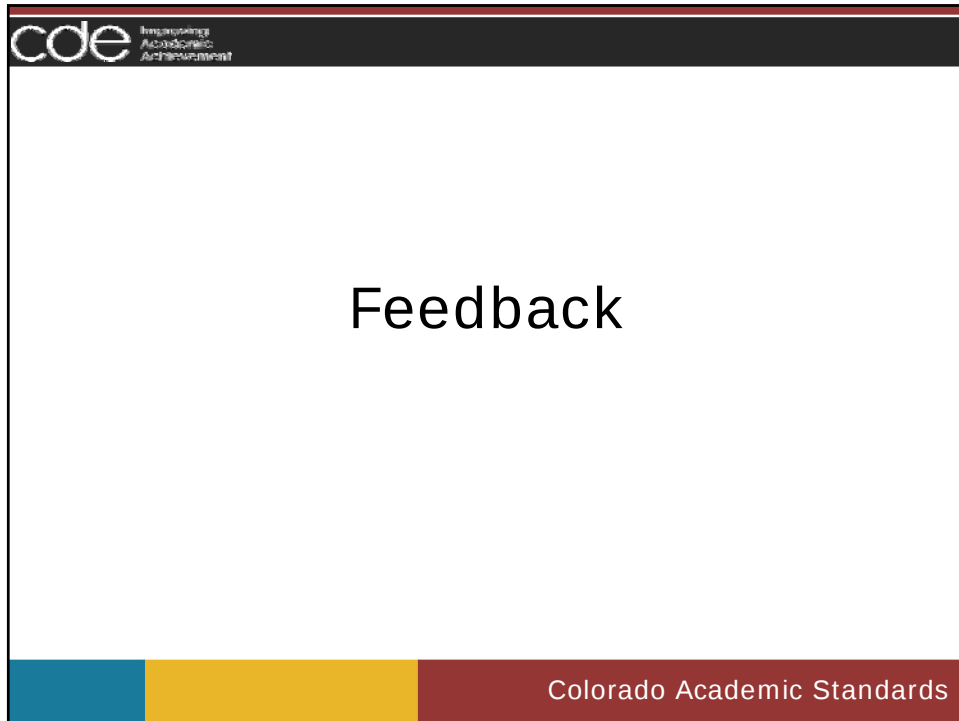




cde Inspiring Academic Achievement

Seventh Grade	
1. Physical Science	1. Mixtures of substances can be separated based on their properties such as solubility, boiling points, magnetic properties, and densities
2. Life Science	1. Individual organisms with certain traits are more likely than others to survive and have offspring in a specific environment 2. The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions 3. Cells are the smallest unit of life that can function independently and perform all the necessary functions of life 4. Photosynthesis and cellular respiration are important processes by which energy is acquired and utilized by organisms 5. Multiple lines of evidence show the evolution of organisms over geologic time
3. Earth Systems Science	1. Major geologic events such as earthquakes, volcanic eruptions, mid-ocean ridges, and mountain formation are associated with plate boundaries and attributed to plate motions 2. Geologic time, history, and changing life forms are indicated by fossils and successive sedimentation, folding, faulting, and uplifting of layers of sedimentary rock

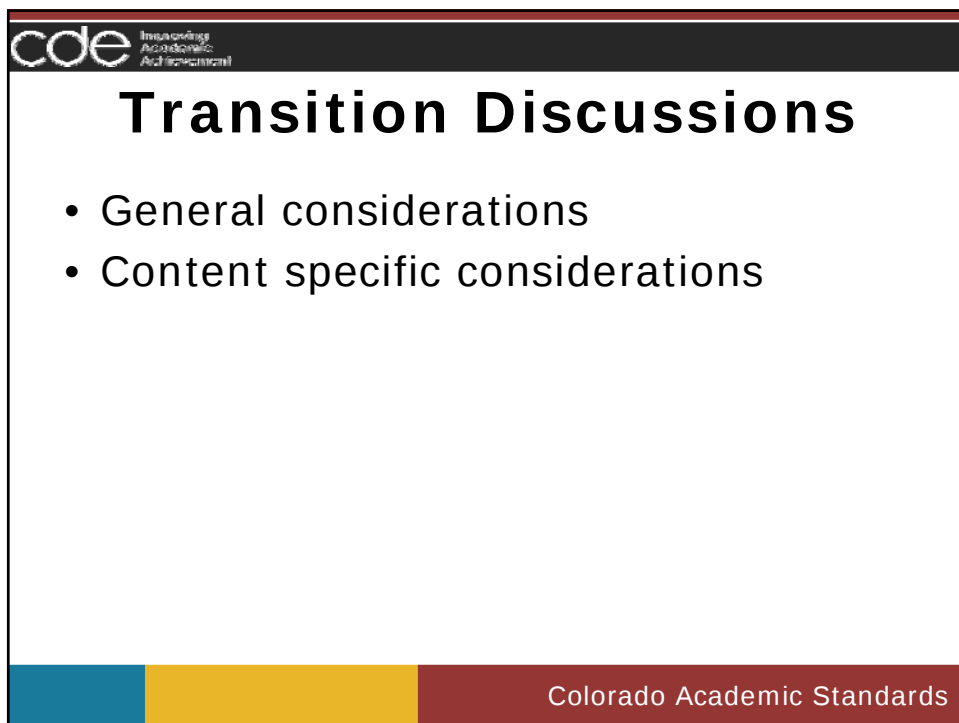
Colorado Academic Standards



cde Improving Academic Achievement

Feedback

Colorado Academic Standards



cde Improving Academic Achievement

Transition Discussions

- General considerations
- Content specific considerations

Colorado Academic Standards

cde Improving Academic Achievement

Keeping Connected

- Online Office Hours
- eUpdates
- [Standards Implementation Website](#)



Colorado Academic Standards

cde Improving Academic Achievement

“In revising its preschool through elementary and secondary education standards, each local education provider shall ensure that it adopts standards, **at a minimum, in those subject matter areas that are included in the state preschool through elementary and secondary standards,** including but not limited to English language competency and visual arts and performing arts education.” SB212

Colorado Academic Standards



Improving Academic Achievement

All Students



All Standards

Colorado Academic Standards



Improving Academic Achievement

Agenda item 3

Key Elements:

The End in Mind

A clear vision for Colorado's early childhood through college system

PWR *(college, career, citizens)* =

PGC's + 21st Century Skills

Colorado Academic Standards

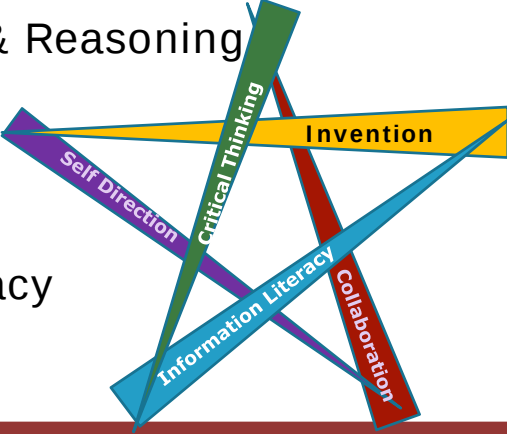
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cde Improving Academic Achievement

Agenda item 3

Key Elements: *21st Century Skills*

- Critical Thinking & Reasoning
- Invention
- Self-Direction
- Collaboration
- Information Literacy



Colorado Academic Standards

Appendix B:

List of Assessment Stakeholders

Assessment Stakeholders Committee

Name	Region	Profession
Tim Albers	Western	Director of Admissions Associate Vice President for Enrollment Services Western State College
Geri Anderson	Denver Metro	Assistant Vice President & Provost Colorado Community College System
Jane Barnes	Denver Metro	School Board of Education Jefferson County Public Schools
Carole Basile	Denver Metro	Associate Professor University of Colorado Denver School of Education and Human Development
Seth Berg	Southwest	District Assessment Coordinator MS Enrichment and Curriculum Coordinator Telluride School District R-1
Charlotte Brantley	Denver Metro	President/CEO Clayton Early Learning
Dewey F. Brigham, Jr.	Denver Metro	President Colorado Association of Black Professional Engineers and Scientists
Harry Butler	Western	School Board of Education Mesa County Valley School District 51
Mary Chesley	Denver Metro	Superintendent Cherry Creek School District
Willie Daniels	Denver Metro	President/CEO Shades of Blue
Judi Diaz Bonacquisti	Denver Metro	Associate Vice President Enrollment Services Denver Metro State College
Carol Eaton	Denver Metro	Assessment Director Executive Director Instructional Data Services Jefferson County District R-1
Lisa Escarcega	Denver Metro	District Assessment Coordinator Aurora Chief Accountability & Research Officer Aurora Public Schools
Bill Esterbrook	Southwest	Board of Cooperative Educational Services (BOCES) Former Assistant Superintendent of Archuleta Schools
Bob Good	Denver Metro	Director of Assessment Dept. of Accountability, Research, & Evaluation Denver Public Schools
Oliver Grenham	Denver Metro	Executive Director of Learning Services Adams County School District
Maggie Lopez	Pikes Peak	Interim Superintendent Pueblo City Schools

Assessment Stakeholders Committee

Name	Region	Profession
Lidoro Maestas	Denver Metro	Armed Services Vocational Aptitude Battery (ASVAB)
Pat Meade	Denver Metro	Director of Institutional Research Front Range Community College
Mike Miles	Pikes Peak	Superintendent Harrison School District
Christina Narayan	Pikes Peak	Elementary Teacher Branson School Online Online Teacher of the Year
Keith Owen	Southwest	Superintendent Durango School District 9-R
Jesus Salazar	Denver Metro	Senior Manager Credera
Lorrie Shepard	Denver Metro	Dean and University Distinguished Professor, School of Education, University of Colorado at Boulder
Tim Taylor	Denver Metro	President Colorado Succeeds
Paul Thayer	Northeast	Associate Vice President for Student Affairs Special Assistant to the Provost for Retention Colorado State University
Mary Valerio	San Luis Valley	Professor Adams State Migrant Education Program Director
Ed Vandertook	Northwest	Superintendent Strasburg School District 31-J
Cindy Wenzel	Pikes Peak	District Assessment Coordinator Director of Curriculum and Student Achievement Fountain-Fort Carson School District 8

Appendix C:

List of Subcommittee Members

**Colorado Department of Education
Assessment Review Subcommittee Members**

	First Name	Last Name	Subcommittee	Professional Sector	Current Position	Geographic Region
1	Mia Ariela	Allen	Special Populations	Elementary School	5th grade ELA-S	Denver Metro
2	Tom	Andrew	Formative	Middle School	Assistant Principal	Pikes Peak
3	Rashida	Banerjee	School Readiness	Higher Education	Assistant Professor	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
4	Christina	Bernal Sati, Ph.D.	Special Populations	District Office/School Board	ELA Curriculum Coordinator Pre K-12	Denver Metro
5	Christy	Bloomquist	Formative	Elementary School	Teacher on Special Assignment - Assessment and Data Analysis Specialist	Southwest (e.g. Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)
6	Jami	Boarman	School Readiness	Pre-K Education	Head of School	Denver Metro
7	Carolyn	Brewer	Formative	District Office/School Board	Secondary Science Curriculum Specialist	Denver Metro
8	William D.	Bunnell	Summative	Middle School	Assistant Principal at Grand Mesa Middle School	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
9	Cheryl A.	Carver	Special Populations	Business and Industry	Statewide Transition and SWAP Coordinator	Denver Metro
10	Maggie	Childers	Formative	District Office/School Board	Guaranteed and Viable Curriculum Specialist	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
11	Jessteene	Clifford	Special Populations	District Office/School Board	Curriculum and Assessment Coordinator (DAC)	Pikes Peak
12	Jeanine	Coleman	School Readiness	Pre-K Education	Early Childhood Specialist	Denver Metro
13	Ann	Conaway	Summative	High School	Mathematics Teacher, Department Chair	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
14	Deana	Davalos	Special Populations	Higher Education	Associate Professor; Clinical Neuropsychologist	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
15	Christine	Dianni	School Readiness	Parent/Patron	Associate Professor	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
16	Antonio	D'Lallo	PWR	High School	Computer Assisted Instruction Teacher-District Expulsion Program	Denver Metro
17	Kerry	Englert	Summative	Business and Industry	President	Denver Metro
18	Kayla	Farmer	School Readiness	Pre-K Education	Head Start Education Specialist	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
19	Rich	Feller	PWR	Higher Education	Professor, Colorado State University	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
20	Jennifer	Forbes	Formative	District Office/School Board	Teacher On Special Assignment	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
21	Deneen R.	Gammons, Ph.D.	Special Populations	Business and Industry	CEO/President	Denver Metro
22	Carrie	Germeroth	School Readiness	Pre-K Education	Senior Researcher	Denver Metro
23	CJ	Grace	Formative	Middle School	PK8 Principal	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)

**Colorado Department of Education
Assessment Review Subcommittee Members**

	First Name	Last Name	Subcommittee	Professional Sector	Current Position	Geographic Region
24	Theresa M.	Griffin-Ray	Summative	District Office/School Board	Director of Elementary Curriculum and Instruction	Denver Metro
25	Mary	Gromko	Summative	Parent/Patron	Science educator	Pikes Peak
26	Maureen	Gurrini	School Readiness	Pre-K Education		Denver Metro
27	Barbara	Harvey	Special Populations	High School	Special Education Teacher	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
28	Sarah	Hepworth	School Readiness	Pre-K Education	Director of Early Childhood Education	Northwest (e.g. Aspen, Summit, Eagle, Garfield, Lake)
29	Mary Lynne	Herr	PWR	High School	Secondary Math Coach	Southwest (e.g. Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)
30	Biaze	Houston	Formative	High School	Teacher, Department Chair, Teacher Leader	Denver Metro
31	Jackie	Howard	School Readiness	Pre-K Education	Early Childhood / Special Education Coordinator	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
32	Stephanie	Jarman Nelson	Special Populations	High School	English Language Acquisition Consultant	Denver Metro
33	Laura	Jensen	PWR	Higher Education	Associate Director, Institutional Research	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
34	Dan	Jesse, Ph.D.	Formative	Business and Industry	Senior Research Associate	Denver Metro
35	David	Keith	School Readiness	Pre-K Education	President/CEO	Pikes Peak
36	Sue	Klebold	PWR	Business and Industry	Project Specialist, Workforce Development Programs, CDLE	Denver Metro
37	Julia Lynne	Knowles	School Readiness	District Office/School Board	Director of Assessment and Special Programs	Northwest (e.g. Aspen, Summit, Eagle, Garfield, Lake)
38	Dana	Koenig, RN	School Readiness	Pre-K Education	Health Coordinator, PSD Early Childhood Education Program	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
39	Amy	Kolquist	Formative	Middle School	Language Arts Teacher and Response to Intervention Facilitator	Denver Metro
40	M. Lynne	Lane, Ph.D.	Formative	Higher Education	Adjunct Professor and Site Professor	Pikes Peak
41	Kym	LeBlanc-Esparza	Special Populations	District Office/School Board	K-8 Principal & GT Director	Denver Metro
42	Teri	LeFebre	Formative	Middle School	Curriculum Specialist	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
43	Mimi	Leonard	PWR	District Office/School Board	Coordinator Career and Technical Education	Denver Metro
44	Karen	Lunceford	Formative	District Office/School Board	TOSA Secondary Language Arts Curriculum Specialist	Southwest (e.g. Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)
45	Dr. M. Kevin	Matter	Summative	District Office/School Board	Director, Assessment and Evaluation	Denver Metro

**Colorado Department of Education
Assessment Review Subcommittee Members**

	First Name	Last Name	Subcommittee	Professional Sector	Current Position	Geographic Region
46	Susan	Mauro	Special Populations	Pre-K Education	Early Childhood Special Educator	Denver Metro
47	Cheryl	Mosier	Formative	High School	Earth Science Educator	Denver Metro
48	Lydia	Nava-Cordova	PWR	High School	School Counselor	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
49	Katie	Navin	Formative	Business and Industry	Executive Director	Denver Metro
50	Sue	Okerson	School Readiness	Pre-K Education	Child Find & Preschool Coordinator	Denver Metro
51	Mike	Opferman	PWR	Higher Education	Special Education Teacher	Denver Metro
52	Corey	Pierce	Formative	Higher Education	Assistant Professor	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
53	R. Bruce	Potter	PWR	Business and Industry	President, Potter Financial Solutions	Denver Metro
54	Kristin	Radloff	School Readiness	Pre-K Education	Early Childhood Special Educator	Northwest (e.g. Aspen, Summit, Eagle, Garfield, Lake)
55	Linda	Reed	Summative	District Office/School Board	Assistant Superintendent, Curriculum and Assessment.	Southwest (e.g. Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)
56	Marie	Revak	PWR	District Office/School Board	District Director of Assessment	Pikes Peak
57	Allison	Rickert	Summative	Elementary School	4th grade teacher	Northwest (e.g. Aspen, Summit, Eagle, Garfield, Lake)
58	Lori	Rink	Special Populations	Elementary School	ELL instructor	Northwest (e.g. Aspen, Summit, Eagle, Garfield, Lake)
59	Elena	Sandoval-Lucero	PWR	Higher Education	Director and Assistant Research Professor	Denver Metro
60	Sue	Schierkolk	PWR	High School	Manager, DVR Youth and Employer Outreach Programs	Denver Metro
61	Dodie	Schroeder	Summative	Elementary School	50% 3rd grade teacher/50% math TOSA	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
62	Donnie	Seibel	School Readiness	District Office/School Board	Elementary Science Curriculum Specialist	Denver Metro
63	Jennifer	Selbitschka	School Readiness	Pre-K Education	Studio Teacher and Teacher Education Program Instructor	Denver Metro
64	Katie	Shaw	Formative	District Office/School Board	Instructional Specialist: Assessment and Data	Denver Metro
65	Michael	Shuster	Summative	High School	Cherokee Trail High School Science Teacher	Denver Metro
66	Lori	Smith	Special Populations	Elementary School	Elementary Principal	Southwest (e.g. Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)
67	Sarah	Smith	Formative	Elementary School	3rd grade teacher/Math Teacher Leader	Denver Metro
68	Todd	Sundeen	Summative	Higher Education	Assistant Professor	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)

**Colorado Department of Education
Assessment Review Subcommittee Members**

	First Name	Last Name	Subcommittee	Professional Sector	Current Position	Geographic Region
69	Sean	Taylor	PWR	District Office/School Board	Director of Assessment	West Central (e.g. Delta, Gunnison, Telluride, Ouray, Montrose)
70	Christine	Trujillo	Special Populations	Elementary School	Elementary Bilingual Teacher	Denver Metro
71	Pamela	Walker	School Readiness	Pre-K Education	Early Childhood Manager	Pikes Peak
72	Elizabeth E.	Ward	PWR	High School	K-12 School Counselor, DAC	Pikes Peak
73	Don	Watson	Special Populations	Parent/Patron	CEO Watson Learning	Denver Metro
74	Don	Watson	Summative	Parent/Patron	CEO Watson Learning	Denver Metro
75	Robin	Weidemueller	Summative	Middle School	Middle School Principal	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
76	Jerry	Wilson	PWR	District Office/School Board	Superintendent	North Central (e.g. Greeley, Weld, St. Vrain, Thompson)
77	Robin	Wise	PWR	Business and Industry	President and CEO	Denver Metro
78	Stacey	Zis	PWR	Higher Education	Research Associate	Denver Metro

Appendix D:

Autumn Tour Schedule

COLORADO ASSESSMENT SYSTEM PUBLIC FEEDBACK TOUR

The Department of Higher Education and Colorado Department of Education

Presenting the Draft Recommendations for Colorado's New Assessment System

Please attend one of 10 meetings held around the state in order to learn about the draft recommendations for Colorado's new assessment system. Provide feedback to the Departments before final recommendations move to the State Board of Education and Commission on Higher Education.

All meetings will take place from 5-7 PM and light snacks and beverages will be provided.

Meeting	Date	Location	Venue
1	Monday, Oct 25	Denver	Red Rocks Community College 13300 W 6th Ave. Lakewood
2	Tuesday, Oct 26	Boulder	Colorado University Humanities Bldg. Room 135 1669 Euclid Ave., Boulder
3	Wednesday, Oct 27	Limon	City of Limon Community Building 477 D Ave., Limon
4	Wednesday, Oct 27	Colorado Springs	Pikes Peak Community College Rampart Range – S205 11195 Highway 83, CO Springs
5	Thursday, Oct 28	Cortez	Crow Canyon Archaeological Center Mesa Verde Room 23390 Road K
6	Thursday, Oct 28	Steamboat Springs	Steamboat Springs Community Center 1605 Lincoln Ave.
7	Monday, Nov 1	Alamosa	Adams State College Porter Hall – Room 130 208 Edgemont Blvd.
8	Thursday, Nov 4	Grand Junction	Mesa State College Center 1455 North 12 th Street Grand Junction
9	Monday, Nov 8	Greeley	Univ. Northern CO Kepner Building – Room 2030 Columbine A 2045 10 th Avenue
10	Tuesday, Nov 9	Pueblo	Pueblo Community College Occiato Theater 900 West Orman Ave.

If you are not able to attend a meeting in person, please click the following link to participate in the online survey:

<http://www.cde.state.co.us/ASMTRev/publictour.htm>

Appendix E:

Autumn Tour PPT and Summary



**Colorado Department of Education and the Department of Higher Education
Assessment System Revision Tour Results
November 12, 2010**

Beginning October 25 through November 9, the Colorado Departments of Education and Higher Education hosted ten meetings around the state to gather input and feedback from the field about the new assessment system design attributes. The meetings convened educators, students, parents, business people, community leaders, interested citizens and the media. Over 200 people attended the tour meetings which were held at local community colleges and community centers. CDE also offered an online survey opportunity for people unable to join the meeting in person and to date received 176 completed surveys.

The evening meetings started with a brief presentation about the definition of postsecondary and workforce readiness, reviewed the new Colorado Academic Standards and S.B. 08-212 legislative requirements, and described the vision for the new assessment system. Then small groups were formed and participants were led through a discussion of the following five questions:

1. *Does this assessment system make sense to you?*
2. *What do you like about these components?*
3. *What don't you like about these components?*
4. *How can these components enhance student learning & performance?*
5. *How will these components help you in your role?*

The first question, "Does this assessment system make sense to you?" solicited a variety of mixed opinions but in general, people were very positive about the vision for the system. Most everyone felt that although the proposal made sense, they wanted more details. Some of the concern was over subjects being assessed, what would be used for accountability, and what would be voluntary. With the state and districts making more budget cuts, it was not surprising that some of the questions focused more on costs and implementation, particularly with the ICAP and dashboard.

The next two questions uncovered the specific aspects people felt were good and those aspects about which people had questions or concerns. People were most in favor of the Individual Career and Academic Plan (ICAP), dashboard, the system as a whole versus just one CSAP replacement, student ownership, and that the system now begins with the early grades. Finally, most people felt the new system was focused on and measuring what we value, including the thinking skills and behaviors.

Criticisms of the new system included concerns about local control, funding restraints for technology, staff, and Professional Development. There was also a concern about over

assessing, especially if the formative and interim assessments were viewed as *in addition to* the existing assessments that happen in classrooms every day, rather than replacing them.

The fourth question, “How can these components enhance student learning & performance?” raised a lot of positive feedback. Participants felt the new system would encourage student buy-in, especially with the focus on the 13th year, and supporting them as they prepare and explore college and career options. Feedback also centered on the value of students receiving ongoing feedback during the year and receiving their state summative scores before they leave for the year. The feedback was also positive based on the new standards and how the expectations now call for students to critically think, apply what they know, and make connections with the real world. The dashboard also received a lot of positive comments in terms of supporting students in understanding and being actively engaged in their academic achievement, progress, and planning over time.

The final question centered on the extent to which the new assessment system could assist adults in their role. Feedback from educators centered on the value of formative and interim assessment (aligned to the new standards) and the potential to assist teachers with classroom decisions and instructional differentiation. Although there is already a lot of formative and interim assessment happening in classrooms across the state, many teachers felt the state’s support would be very beneficial, efficient, and particularly helpful as they implement the new standards.

Quicker results and ongoing feedback were also a highlight for many attendees. Many administrators and teachers recognized the value and need for increased opportunities for professional development if the assessment system is truly to change classroom outcomes. For parents, the assessment system proposal was exciting because it was more understandable and they felt it was clearer what schools would be measuring and what the results meant for their students.

Additional comments from the tour focused mostly on the need to add social studies to the state summative assessment. People were also most concerned with how the new system fits in with other state initiatives (e.g. Educator Effectiveness, Unified Planning, and S.B. 09-163). Finally, people wondered what would be state mandated and what would be offered to districts to utilize on a voluntary basis.



Colorado Assessment System Revision: P-20 system

Feedback Tour

What is Postsecondary and Workforce Readiness?

- Academic Content
- Learning and Behavior Skills
- Planning and Preparation

SB08-212 – Key Points

Postsecondary and
Workforce Readiness



Descriptions of “Early Child Prepared”
and “Postsecondary and Workforce
Readiness”



Revised PWR Standards



Assessments



Endorsed
Diplomas

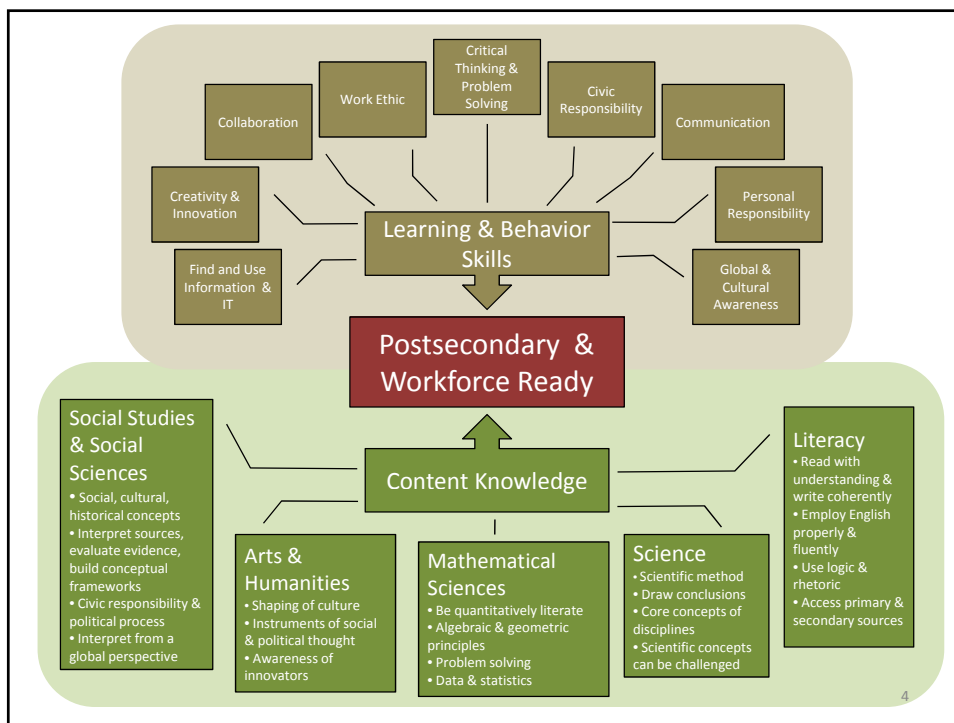


Align Higher Ed
Admission
Standards

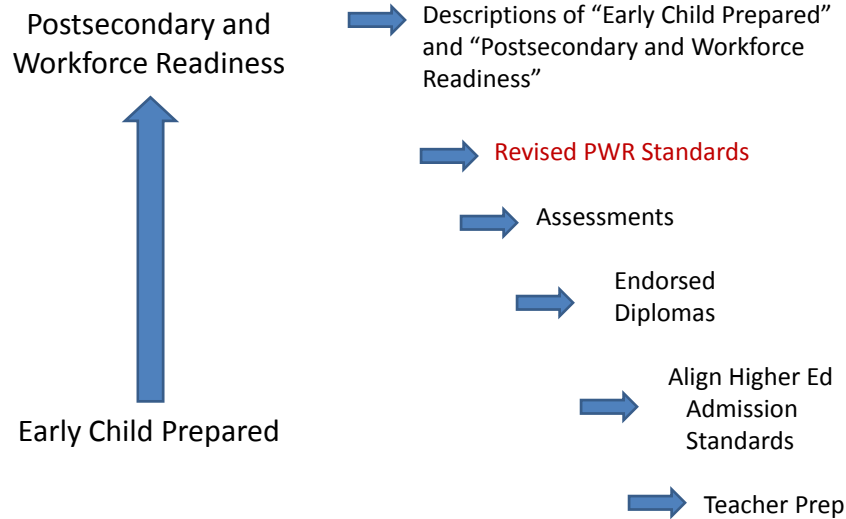


Teacher Prep

Early Child Prepared



SB08-212 – Key Points



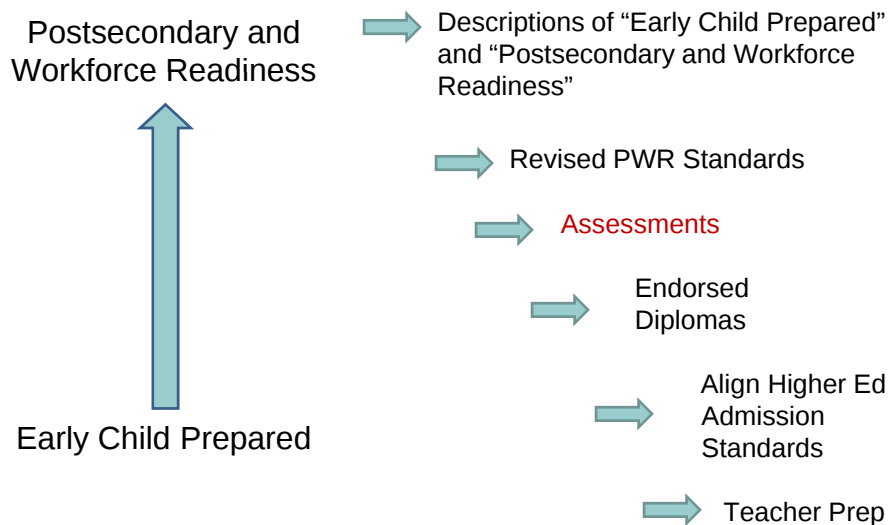
Colorado Academic Standards

- Adopted in 2009
- Dramatic shift in expectations
 - Preschool through 12th grade
 - Articulated to guide students to be postsecondary and workforce ready
 - PWR behaviors and learning skills embedded (e.g. Critical thinking and reasoning, information literacy, collaboration, etc.)
 - Vertically and horizontally aligned to allow for concept connections across content areas
- Opportunities for re-conceptualizing the assessment system

The PWR standards are not like the old standards

- Old standard: Know Newton's Laws of Motion
- Old test question: Here are six scientific laws. Which two are not Newton's Laws of Motion?
- New standard: Apply Newton's Laws of Motion to a new situation
- New test question: Identify the limitations of Newton's Laws in extreme situations?

SB08-212 – Key Points



Assessment Revision Mantra

To create an assessment system that...

- Signals mastery and readiness;
- Is easy to use;
- Is meaningful; and
- Is timely.

Single Assessment....or an Assessment System?

Colorado is not just replacing the CSAP, it is creating a feedback system with on-going signals which prevent chronic need for remediation.

Vision

The new Colorado Assessment System is designed:

- To be relevant to the student at every grade;
- To be instructionally relevant; and
- To quantify a student's progression toward Postsecondary and Workforce Readiness (PWR).

From SB212: Redesigned Assessment System – Elements

- Measures Colorado Academic/PWR Standards
- Aligns with PWR description
- Aligns with Child/School preparedness description
- Leverages longitudinal growth model
- Includes postsecondary & workforce planning, preparation, and readiness gauges
- Includes recognized and relevant assessment for college admission in Colorado and throughout the United States

Recommended Components

A new assessment system would now include:

- Formative (on-going) measurements at every grade aligned to PWR
- Interim (quarterly) measurements at every grade aligned to PWR
- Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- P-2 assessments aligned to PWR
- English Language Learners screener and proficiency assessments
- Nationally-recognized college admissions assessment (11th grade)
- ICAP (Individual Career and Academic Plan) (8th-12th)
- Dashboard (hosts indicators of readiness) (P-20)

ICAP (Individual Career and Academic Plan)

- ❖ Planning and exploration tool for postsecondary and workforce options
- ❖ Elements of Individual Career and Academic Plans, as defined in SB09-256:
 - Interest Inventories
 - Career Plan and Goals
 - Work Experience
 - Academic Progress (Remediation, Concurrent Enrollment, AP etc.)
 - Intentional Course Plan
 - Extracurricular, Contextual and Service Learning
 - College Exploration and Applications
 - Progress in Financial Literacy and College Finances (FAFSA, Scholarships, Grants) Surveys

Dashboard

- The dashboard would be a common platform for all students beginning in kindergarten through postsecondary to host their education profile and have visual results presented to them in a meaningful way.
- It would host assessment results, student ICAPs, teacher observations, student work samples, etc.
- It would be used by a student, his/her family, advisors and teachers to track and celebrate ongoing progress. It will also be used by institutes of higher education.
- The dashboard would be a standardized way to record growth and needs and would indicate eligibility for new transitions and course-changes.

1. Does this assessment system make sense to you?

A new assessment system would now include:

- Formative (on-going) measurements at every grade aligned to PWR
- Interim (quarterly) measurements at every grade aligned to PWR
- Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- P-2 assessments aligned to PWR
- English Language Learners screener and proficiency assessments
- Nationally-recognized college admissions assessment (11th grade)
- ICAP (Individual Career and Academic Plan) (8th-12th)
- Dashboard (hosts indicators of readiness) (P-20)

2. What do you like about these components?

A new assessment system would now include:

- o Formative (on-going) measurements at every grade aligned to PWR
- o Interim (quarterly) measurements at every grade aligned to PWR
- o Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- o P-2 assessments aligned to PWR
- o English Language Learners screener and proficiency assessments
- o Nationally-recognized college admissions assessment (11th grade)
- o ICAP (Individual Career and Academic Plan) (8th-12th)
- o Dashboard (hosts indicators of readiness) (P-20)

3. What don't you like about these components?

A new assessment system would now include:

- o Formative (on-going) measurements at every grade aligned to PWR
- o Interim (quarterly) measurements at every grade aligned to PWR
- o Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- o P-2 assessments aligned to PWR
- o English Language Learners screener and proficiency assessments
- o Nationally-recognized college admissions assessment (11th grade)
- o ICAP (Individual Career and Academic Plan) (8th-12th)
- o Dashboard (hosts indicators of readiness) (P-20)

4. How can these components enhance student learning & performance?

A new assessment system would now include:

- o Formative (on-going) measurements at every grade aligned to PWR
- o Interim (quarterly) measurements at every grade aligned to PWR
- o Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- o P-2 assessments aligned to PWR
- o English Language Learners screener and proficiency assessments
- o Nationally-recognized college admissions assessment (11th grade)
- o ICAP (Individual Career and Academic Plan) (8th-12th)
- o Dashboard (hosts indicators of readiness) (P-20)

5. How will these components help you in your role?

A new assessment system would now include:

- o Formative (on-going) measurements at every grade aligned to PWR
- o Interim (quarterly) measurements at every grade aligned to PWR
- o Summative (end of year) measurements (3-11th grade) aligned to PWR content and application of skills (Summative includes alternate summative assessments for students with significant cognitive disabilities)
- o P-2 assessments aligned to PWR
- o English Language Learners screener and proficiency assessments
- o Nationally-recognized college admissions assessment (11th grade)
- o ICAP (Individual Career and Academic Plan) (8th-12th)
- o Dashboard (hosts indicators of readiness) (P-20)

Any additional comments or questions?

- Please complete the white note cards on your table to submit additional comments or questions.

Next Steps: Alignment of All Systems

- Concept Paper describes the PWR Assessment System – features and recommendations
- Appendix A - a matrix that displays an alignment of PWR to:
 - Early Childhood Developmental Domains and Academic Content
 - Prepared Graduate Competencies
 - gtPathways Competencies
 - Business and Workplace Expectations
 - Teacher Preparations/Educator Licensing Act

Next Steps:

- **Colorado Commission on Higher Education and State Board of Education Meeting**
 - When: Monday, November 29 from 2:00 to 4:00 p.m.
 - Where: Colorado Department of Higher Education, 1560 Broadway, Suite 1600, (16th Floor) Denver, CO 80202
- CCHE final adoption – Dec. 2
- SBE final Adoption – Public Input on Nov. 3, final decision Dec. 6

Feedback Tour Contacts

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THANK YOU!

Appendix F:

Winter Tour Schedule

SB08-212 – Colorado Achievement Plan for Kids (CAP4K)

Joint Regional Town Hall Assessment Meetings

Colorado Department of Education / Department of Higher Education

(Updated: February 4, 2010)

Date	Location	Venue	Time	Meeting Emphasis
Wednesday Jan 20, 2010	Boulder, CO	University Memorial Center (UMC) Room 235 1669 Euclid Avenue Boulder, CO	5:00 – 7:00 pm	PWR & secondary level assessments
Thursday Jan 21, 2010	Denver, CO	Red Rocks Community College Community Room, #0650 (Lower level, West Wing) 13300 West Sixth Avenue Lakewood, Colorado	5:00 – 7:00 pm	PWR & secondary level assessments
Tuesday Jan 26, 2010	Colorado Springs, CO	Pikes Peak CC Rampart Range Campus Rampart Range Rm – W101 11195 Highway 83 Colorado Springs, CO 80921	5:00 – 7:00 pm	School readiness & primary level assessments
Thursday Jan 28, 2010	Fort Morgan, CO	Morgan Community College Founders Room 920 Barlow Road Fort Morgan, CO 80701	5:00 – 7:00 pm	School readiness & primary level assessments
Thursday Feb 4, 2010	Limon, CO	Morgan Community College – Limon Center 477 D Avenue, Limon, CO 80828	5:00 – 7:00 pm	School readiness & primary level assessments
Tuesday Feb 16, 2010	Grand Junction, CO	Western Colorado Community College (A branch of Mesa State College) 2508 Blichmann Ave Building B – Room 113 Grand Junction, CO 81505	5:00 – 7:00 pm	PWR & secondary level assessments
Wednesday Feb 17, 2010	Gunnison, CO	Western State College Aspinall Wilson Center South Room 909 East Escalante Dr. Gunnison, CO 81231	5:00 – 7:00 pm	PWR & secondary level assessments
Tuesday Feb 23, 2010	Cortez, CO	Crow Canyon Archaeological Center Mesa Verde Room 23390 Road K Cortez, CO 81321	5:00 – 7:00 pm	School readiness & primary level assessments
Wednesday Feb 24, 2010	Alamosa, CO	Adams State College Student Union Bldg (#32) Room 309 208 Edgemont Blvd. Alamosa, CO 81102	5:00 – 7:00 pm	PWR & secondary level assessments
Thursday Mar 4, 2010	Pueblo, CO	Pueblo Community College Hoag Theatre – Academic Bldg 900 West Orman Avenue Pueblo, CO	5:00 – 7:00 pm	PWR & secondary level assessments
Wednesday Mar 17, 2010	Steamboat Springs, CO	Steamboat Springs Community Center 1605 Lincoln Ave Steamboat Springs, CO	5:00 – 7:00 pm	School readiness & primary level assessments
Wednesday Mar 24, 2010	Glenwood Springs, CO	Glenwood Springs Community Center Red Mountain Road 100 Wulfsohn Road Glenwood Springs, CO	5:00 – 7:00 pm	School readiness & primary level assessments
Wednesday Mar 31, 2010	Greeley, CO	UNC – University Center Columbine A 2045 10 th Avenue Greeley, CO	5:00 – 7:00 pm	PWR & secondary level assessments

Appendix G:

Winter Tour PPT and Summary

SB08-212 – Colorado Achievement Plan for Kids (CAP4K) Joint Regional Town Hall Assessment Meetings Winter 2010 - Summary Colorado Department of Education / Department of Higher Education

In 2010, in accordance with SB08-212 (the Preschool to Postsecondary Alignment Act), the Colorado Departments of Education (CDE) and Higher Education (CDHE) co-sponsored 13 regional town hall meetings around the state that focused on the revision of the statewide system of assessments. Coloradans were asked to share their values and ideas for assessing “school readiness” and elementary through middle school grades, as well as “postsecondary and workforce readiness,” and the skills and competencies Colorado students need to succeed after high school.

This legislation, sometimes called the Colorado Achievement Plan for Kids, or CAP4K, was enacted in 2008. In addition to creating a description for early school readiness and postsecondary and workforce readiness (PWR), it required Colorado to revise and align 13 Model Content Standards. The PWR description was adopted in June 2009, and the standards were adopted on December 10, 2009.

In 2010, the focus shifted to the next phase of the legislation: a revision of our state assessment system. Under CAP4K, Colorado is required to adopt a revised system of assessments that aligns with the updated state content standards. The revised system must include both school readiness and PWR assessments; summative assessment; and the assessments for special populations (English Language Learners and students on an Individualized Education Plan).

Just as the standards revision, the assessment revision is based on a transparent, inclusive and research-driven process. With this in mind, and in a continued joint effort, CDE and DHE conducted a 13-city regional tour to provide an opportunity for Coloradans to describe what they want in the new assessment system, based on these new standards and descriptions.

To accommodate in-depth conversation on each end of the system, the 2010 town hall meetings were split into two parts: one devoted to school readiness and assessments for elementary grades, and one devoted to PWR and assessments for secondary grades and the other devoted to assessing school readiness and elementary school assessments. Below is the schedule and locations of the tour:

School readiness and primary grade assessments

Colorado Springs - January 26
Fort Morgan - January 28
Limon - February 4
Cortez - February 23
Steamboat Springs - March 17
Glenwood Springs - March 24

PWR and secondary grade assessments

Boulder - January 20
Denver - January 21
Grand Junction - February 16
Gunnison - February 17
Alamosa - February 24
Pueblo - March 4
Greeley - March 31

The meetings convened educators, students, parents, business people, community leaders, interested citizens and the media. Over 400 people attended the tour meetings which were held at local community colleges and community centers. CDE also offered an online survey opportunity for people unable to join the meeting in person.

After a brief presentation about the background of the legislation, small groups were formed and participants were led through a discussion of the following four questions:

- 1. What would be the significant elements of the new assessment system?*
- 2. How should we measure PWR/SR and k-6 or high school?*
- 3. If you can't have everything what do you chose?*
- 4. What would be the optimal impact of the new assessment system if we got this right?*

The conversations were lively and often sparked debates among participants about what matters most, what the purposes of assessments are and are not, and ultimately provided some very common themes for CDE and CDHE to consider. The key highlights include:

- Fast results that provide timely feedback.
- Meaningful results to all stakeholders, including students, parents and institutes of higher education; portability.
- Just in time...not a BIG event but ongoing feedback.
- Assessment results should be diagnostic and used to inform instruction and interventions.
- Student-driven and mastery-based and assessments are relevant to the real world.
- Formative and summative assessments needed, students should have multiple methods and opportunities for showing what they know.
- The optimal impact would be that students are empowered to know their strengths and weaknesses, motivated and have the self awareness to graduate from high school ready for their next step.
- Remediation happens during year because assessments inform instruction and interventions.
- Keep the end in mind: prepare all students for postsecondary and workforce readiness without remediation.

The public feedback will help inform the assessment revision process as it continues in the summer 2010, with the work of the Assessment Stakeholders Committee and in collaboration with its five subcommittees. A more thorough report of the tour results will be made available in July 2010. The tour results will assist decision makers in Colorado as they approach this ambitious reform, make tough choices and develop a truly aligned P-20 system that improves outcomes for all students.



COLORADO'S PRESCHOOL TO POSTSECONDARY ALIGNMENT ACT, SB08-212 (CAP4K)

Commissioner Dwight Jones, Colorado Dept of Education
Executive Director Rico Munn, Colorado Dept of Higher Education
November 2009 – March 2010



EVENING'S OBJECTIVES

To understand...

Components included in the redesign of our state assessment system.

To hear from you...

We need your ideas about what it takes to design the next generation of state assessments – specifically, those related to school readiness and secondary level (P – 6th grade) assessments.



SB08-212 – KEY POINTS

Postsecondary and
Workforce Readiness



Descriptions of “School Readiness” and
“Postsecondary and Workforce
Readiness”



Revised Standards (Fewer,
Clearer, Higher)



Assessments and
Endorsed Diplomas
(High School Pilot)



Higher Ed
Admission
Standards



School Readiness



ASSESSMENT SYSTEM REDESIGN

*A redesign of Colorado’s assessment system must address
these components:*

- ESEA (summative, grade-level and content specific)
- Special populations (special education, ELL)
- School Readiness
- New Academic Standards
- Postsecondary and Workforce Readiness
- CBLA – Colorado Basic Literacy Act



FROM SB08-212: SCHOOL READINESS AND PRIMARY GRADE ASSESSMENT – STEPS

- o Adopt School Readiness Description – Dec. 2008 [22-7-1004(1)]
- o Adopt School Readiness Assessment(s) – Dec. 2010 [22-7-1004(2)(a)]
- o Provide Individualized Readiness Plans – Fall Semester of 2012 [22-7-1014(1)(a)]
- o Administer School Readiness Assessment(s) in Kindergarten – Fall Semester 2013 [22-7-1014(2)(a)]



FROM SB212: SCHOOL READINESS AND PRIMARY GRADE ASSESSMENTS – ELEMENTS

- o Align with School Readiness description
- o Align with Colorado Academic Standards
- o Be researched based
- o Be recognized nationwide as reliable
- o Inform determinations about instruction and interventions students need



GUIDING QUESTIONS

1. **What** would be the significant elements of an effective assessment system for School Readiness and Primary grade levels?
2. **How** should School Readiness and Primary grade levels be assessed?
3. If you cannot have everything, what components would you choose?
4. What would be the optimal impact of an effective assessment system?



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CDE web site: <http://www.cde.state.co.us/cdegen/SB212.htm>

Appendix H:

Assessment Survey Results

COLORADO DEPARTMENT
OF EDUCATION

***PUBLIC ASSESSMENT
SURVEY RESULTS***

January 11, 2010

RESULTS OF PUBLIC ASSESSMENT SURVEY

BACKGROUND

- **Developed to obtain public input on the current assessment system.**
 - **What works and what doesn't?**
 - **Feedback on various design features (e.g., item types, online, etc.)**
 - **Importance of certain system criteria (e.g., affordability, predicts college success, etc.)**
 - **21st Century Skills**

RESULTS OF PUBLIC ASSESSMENT SURVEY

BACKGROUND

- **Online**
- **Link announced through multiple outlets**
 - SCOOP, CDE website, district emails, etc.
- **Available from Oct 26th – Dec 31st**
- **Total of 1,464 surveys were submitted**
 - 249 only filled out the demographic info
 - 1,215 were complete

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Gender**
 - Male = 249 (20.5%)
 - **Female = 966 (79.5%)**
- **Age Range**
 - 1901-1924 = 1 (0.04%)
 - 1925-1942 = 2 (0.16%)
 - 1943-1960 = 504 (41.5%)
 - **1961-1981 = 639 (52.6%)**
 - 1982-2003 = 69 (5.7%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Ethnicity (OPTIONAL)**
 - African-American = 17 (1.4%)
 - Asian = 7 (0.58%)
 - **Caucasian = 1,022 (84.1%)**
 - Hispanic = 49 (4%)
 - Native American/Alaskan = 7 (0.58%)
 - Other = 37 (3%)
 - No Answer = 76 (6.3%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Community**

- Mountain = 96 (7.9%)
- Rural = 241 (19.8%)
- **Suburban = 612 (50.4%)**
- Urban = 266 (21.9%)

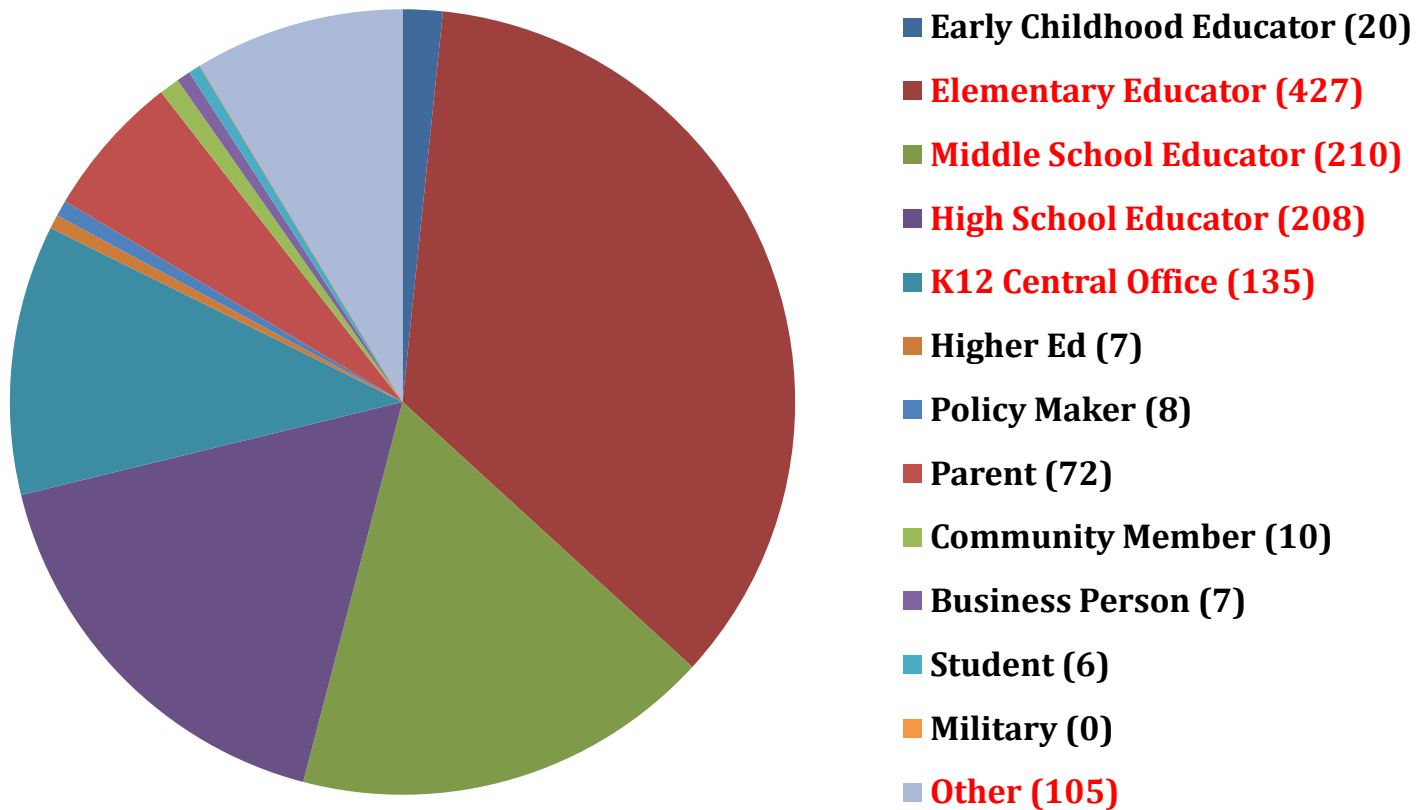
- **Geographic Region**

- **Denver Metro = 424 (34.9%)**
- North Central = 165 (13.6%)
- Northeast = 45 (3.7%)
- Northwest = 52 (4.3%)
- **Pikes Peak = 323 (26.6%)**
- West Central = 131 (10.8%)
- Southeast = 25 (2.0%)
- Southwest = 50 (4.1%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

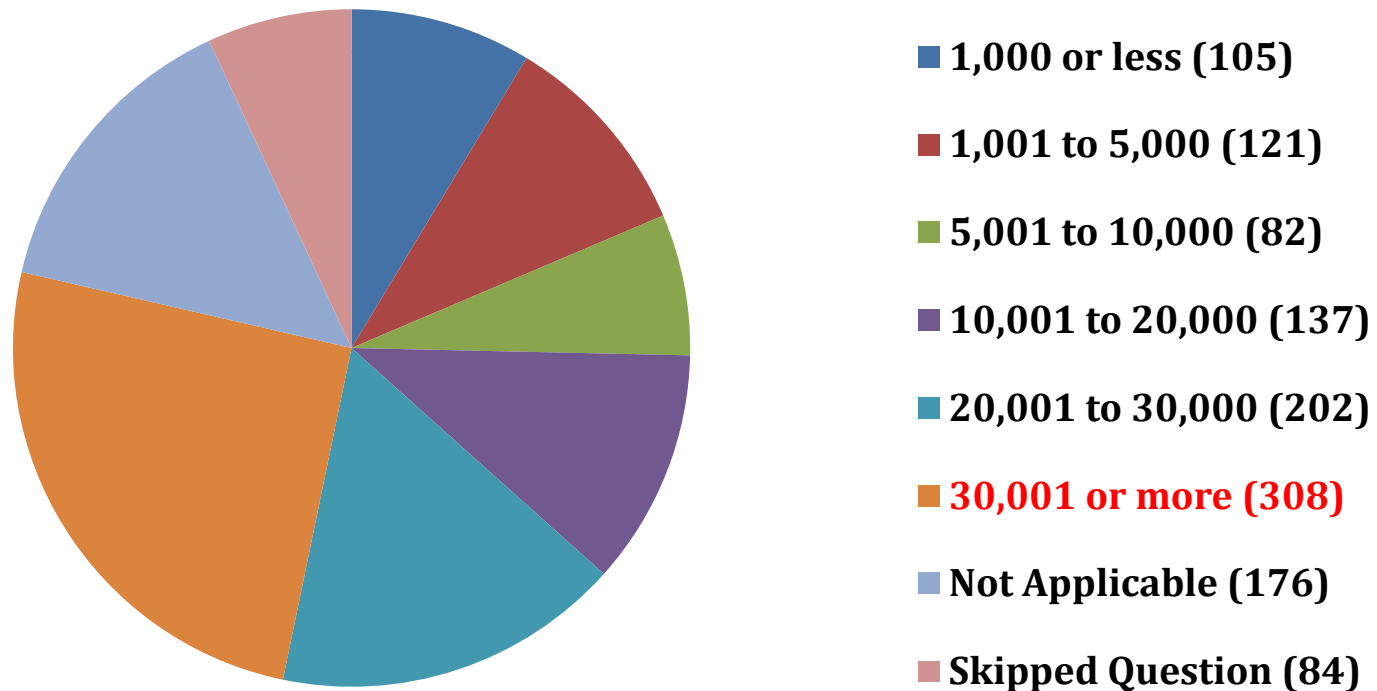
- Which BEST describes your role?



RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

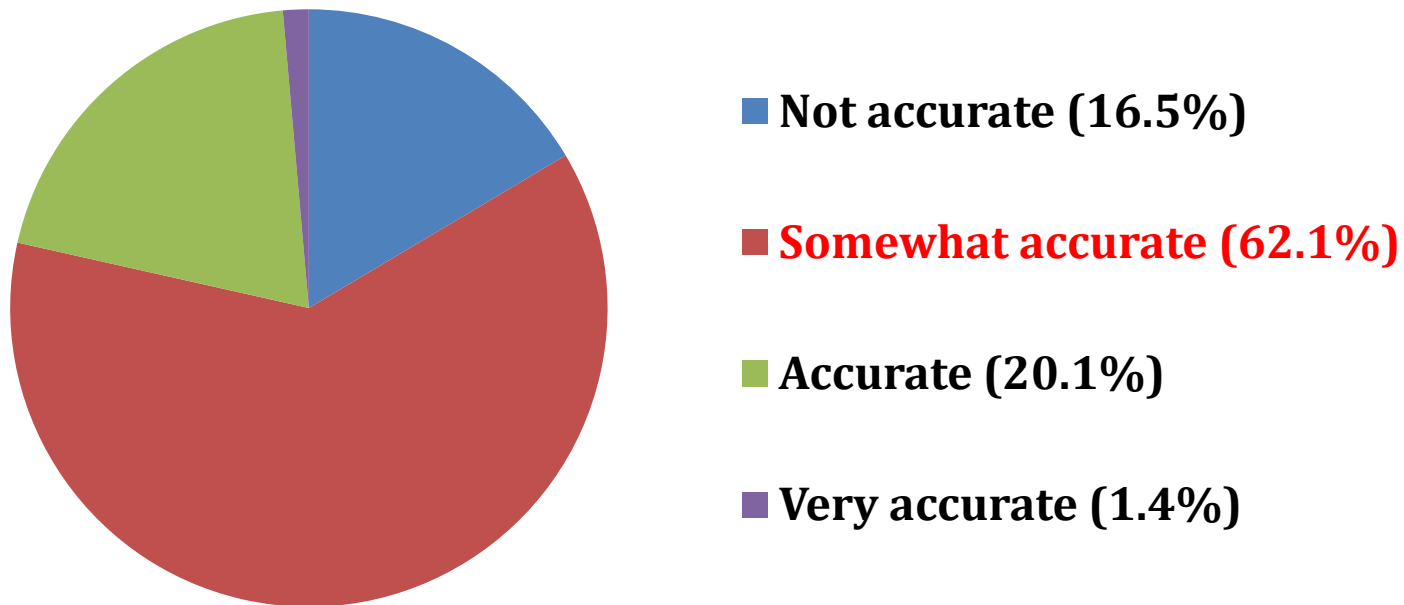
- If you have a K12 role, what size is the district you work in?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(1) PART 1: Rate CSAP's ability to give ACCURATE information about students' knowledge of the Colorado Model Content Standards.



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

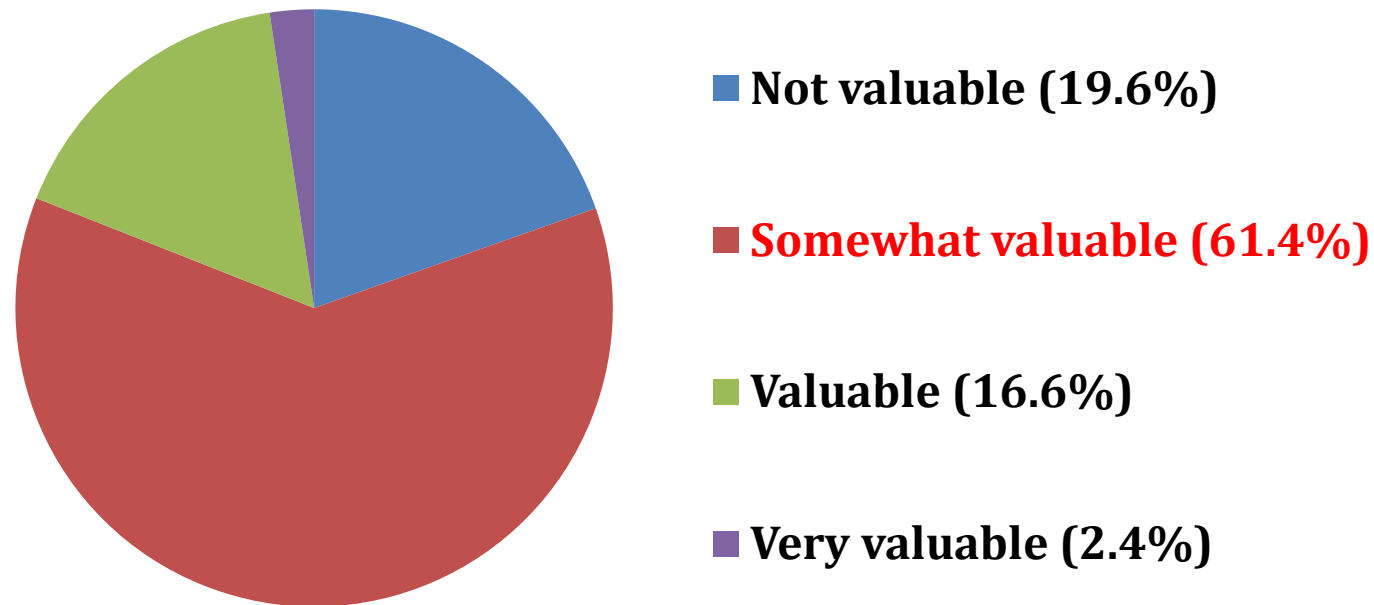
(1) PART 2: What do you suggest would make the CSAP a more ACCURATE indicator of student knowledge?

- Faster results that are easier to interpret**
- Shorter test/fewer sessions; untimed**
- Give at multiple times of year; end-of-year**
- Adaptive testing**
- Get student and parent buy-in**
- Fair and accessible to ALL students**
- Add formative, portfolios, performance tasks**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(2) PART 1: Rate CSAP's ability to give VALUABLE information about students' knowledge of the Colorado Model Content Standards.



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

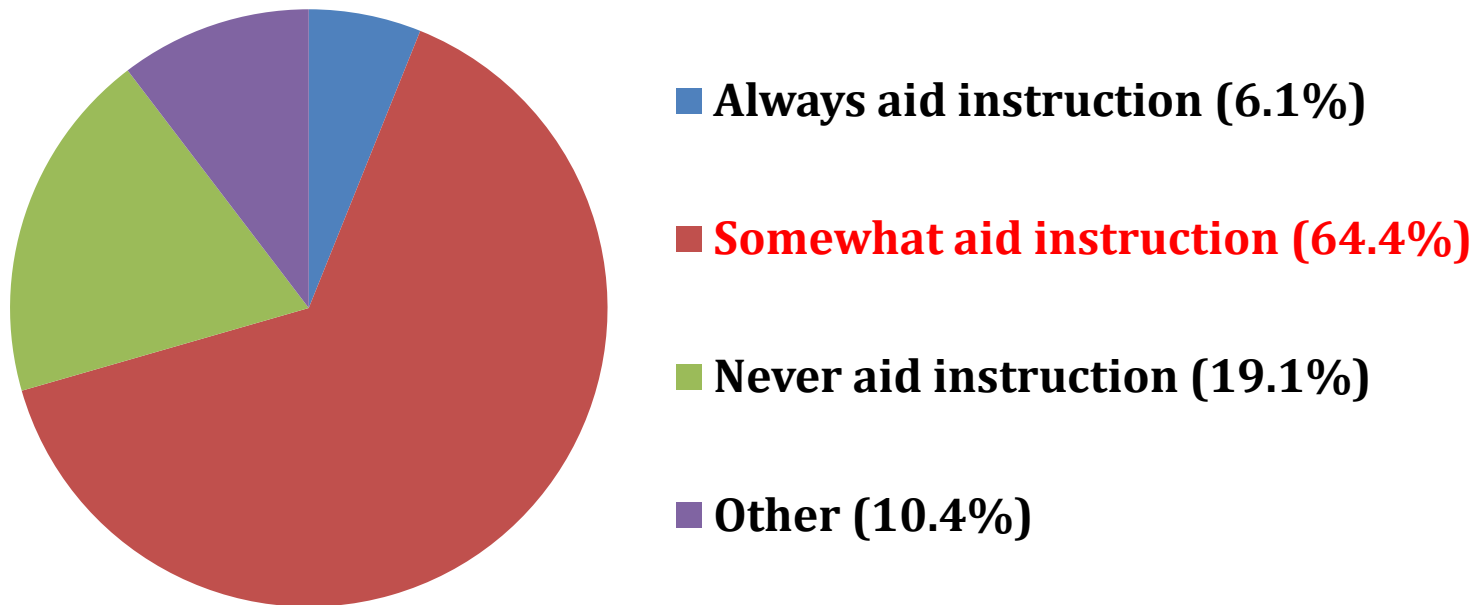
(2) PART 2: What do you suggest would make the CSAP a more VALUABLE indicator of student knowledge?

- Faster results that are more detailed**
- Stronger alignment to the standards**
- Make it a true end-of-year assessment**
- Get student buy-in (e.g., graduation requirements, state sponsored scholarships, etc.)**
- Shorter test/fewer sessions**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(3) PART 1: As you think about how CSAP currently exists, which BEST describes your opinion of state assessment results?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(3) PART 2: Please explain if you chose "other".

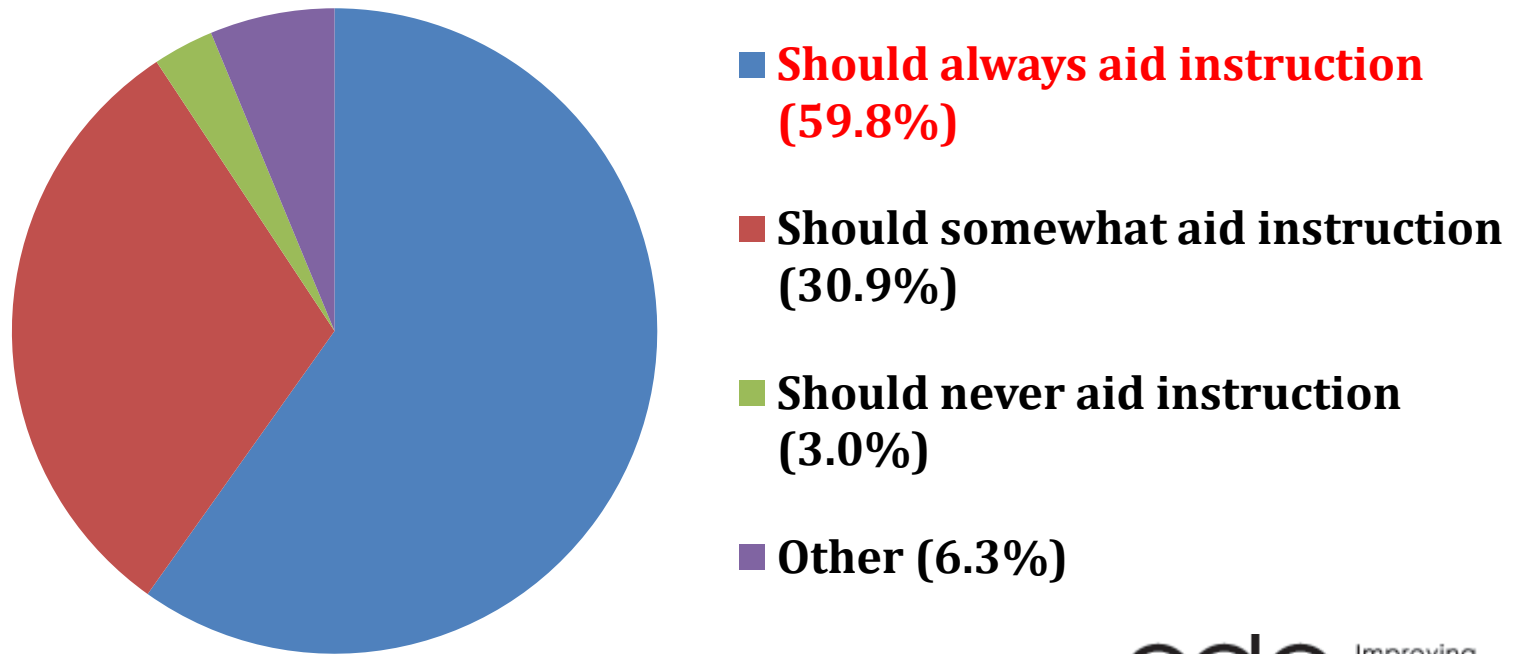
(NOTE: Some respondents that did not choose "other" also commented here.)

- Results take too long & are difficult to understand.**
- There should be no "teaching to the test".**
- It's just a one-time snapshot; classroom testing/daily observation gives better info.**
- It doesn't take various learning styles into account; tests students in only one way.**
- Testing takes up too much time.**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(4) PART 1: As you think about the next generation of system of state assessments, which BEST describes how state assessment results should affect classroom instruction?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(4) PART 2: Please explain if you chose "other".

(NOTE: Some respondents that did not choose "other" also commented here.)

- They should guide, but not dictate, instruction.
- State assessments results alone cannot affect instruction. Other factors must also be considered.
- Results take too long & are difficult to understand.
- Test at various times of year to see growth.
- Results should not be tied to teacher/school performance.
- It depends of if students try to do well.

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

Colorado School districts should be on the same CSAP testing schedule.

- Strongly disagree = 9.7%
- Disagree = 20.5%
- **Agree = 44.6%**
- Strongly Agree = 25.2%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

All Colorado schools should move to an online assessment system by 2012.

- Strongly disagree = 11.7%**
- Disagree = 23%**
- Agree = 36.4%**
- Strongly Agree = 29%**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

CSAP scores should be required on Colorado college application forms for in-state students.

- Strongly disagree = 32.4%**
- Disagree = 29.2%**
- Agree = 24.9%**
- Strongly Agree = 13.4%**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

Combining a post secondary and workforce readiness assessment with the new state assessment should be beneficial to students.

- Strongly disagree = 8.6%
- Disagree = 17.9%
- **Agree = 57.3%**
- Strongly Agree = 16.2%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

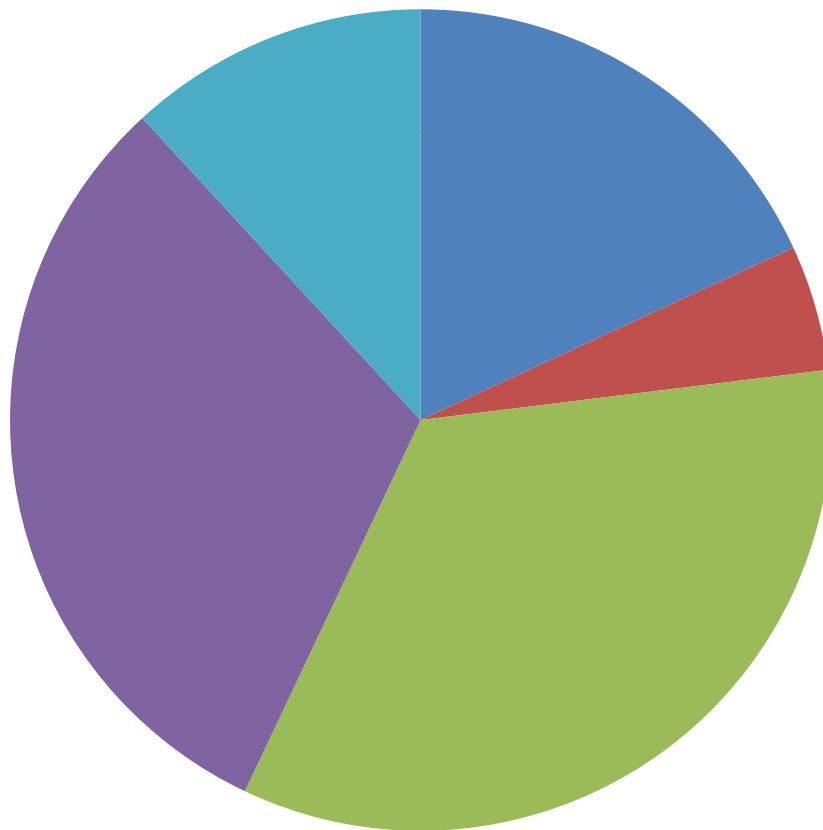
Students should be able to progress through high school based on proficiency regardless of grade or age.

- Strongly disagree = 8.2%
- Disagree = 23.8%
- **Agree = 46.6%**
- Strongly Agree = 21.4%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(6) Which type of assessment would you prefer?



■ Online only (18.1%)

■ Paper/pencil only (4.9%)

■ Both online and paper/pencil (34.0%)

■ Online w/hands-on performance tasks (31.1%)

■ Paper/pencil with hands-on performance tasks (11.9%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(7) Rate the importance of the following types of assessment items:

Item Type	Rating			
	Not Important	Somewhat Important	Important	Extremely Important
Multiple Choice	6.5%	40.4%	43.5%	9.5%
True/False	32.8%	39.7%	23.2%	4.3%
Essay	5.1%	19.5%	53.7%	21.6%
Short Answer	3.1%	11.6%	60.5%	24.8%
Performance Tasks	8.4%	18.8%	43.4%	29.5%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(8) Rank the following criteria regarding a new system of state assessments in order of importance from greatest (1) to least (8).

1 = Is educationally sound

2 = Gauges students' knowledge of standards

3 = Credible

4 = Affordable

5 = Does not jeopardizes federal funding

6 = Predicts college success

7 = Shows how CO students compare to other students internationally

8 = Legal

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(9) Rank the following test design features in order of importance from greatest (1) to least (4).

1 = Quick score turn around

2 = Shorter testing sessions

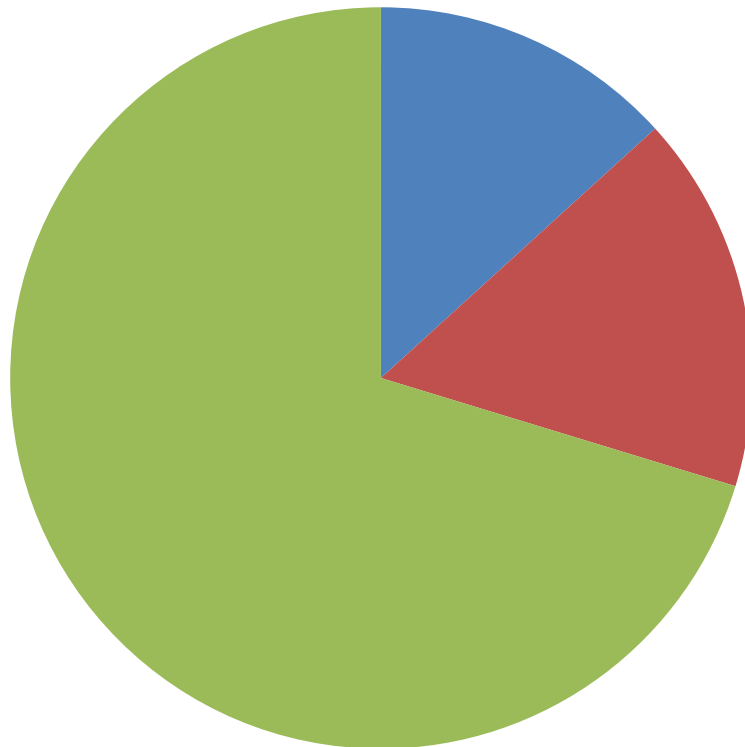
3 = Assesses 21st century skills

4 = Online format

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 1: How much should state assessment emphasize 21st century skills?



■ Should not be tested or reported (13.3%)

■ Should be tested but not reported (16.5%)

■ Should be tested and also reported (70.3%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 2: Comments...

- It would be difficult to assess these skills objectively or accurately on a standardized test.**
- They are critical and should be tested, as long as they are assessed appropriately.**
- It would be better to have teachers test these skills one-on-one in the classroom.**
- If they are going to be tested, schools need to be provided with resources on how to teach them.**
- Perhaps they could be phased in.**
- Trying to assess them may do more harm than good.**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 2: Comments...

"These are more difficult to measure and may require on-site rating of performance tasks, which requires huge amounts of training around the state to try to establish inter-rater reliability. Still, if they are such an important component of the new standards, we have to find a way to measure them and report them. What we measure is an indicator of what we value."

-Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(11) Currently, students take CSAP once a year, and how poorly or well they do is not tied to grade level advancement. Should students have the opportunity to retake the state assessment until they master it?

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– YES

- If the assessment is tied to grade level advancement.
- Students would take the test more seriously.
- This is appropriate if mastery is the goal.
- Only if the current form of the CSAP is improved.
- But it depends on the grade level.
- Additional supports should also be given.
- There should be multiple versions of the test.
- Limit the number of times this can be done.

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

"Colorado is moving towards a growth model, and students should have the ability to show how much they have grown along with how much they know. In my class, if a student masters a skill/concept after an assessment is given, they always have the opportunity to 'retake' the assessment and positively affect their grade. This is 'best practice' in grading, why shouldn't it be best practice in state assessments as well? They should not have to retake the entire assessment, just the parts where they scored below proficient."

– Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– NO

- This will take more time away from instruction.
- It's not appropriate to use the test in this way. It's only one piece of information.
- Students can demonstrate mastery in other formats.
- This will only reinforce the notion of teaching to the test.
- It will discourage struggling students even more.
- Some students will never be able to master the test.
- More testing doesn't lead to better learning.
- This would cost even more money.

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

"Students should have equal and equitable access to reach proficiency on state standards. It is more about providing the time and opportunities to build on what students already know then simply retaking a test until they 'master' the test."

– Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– Maybe

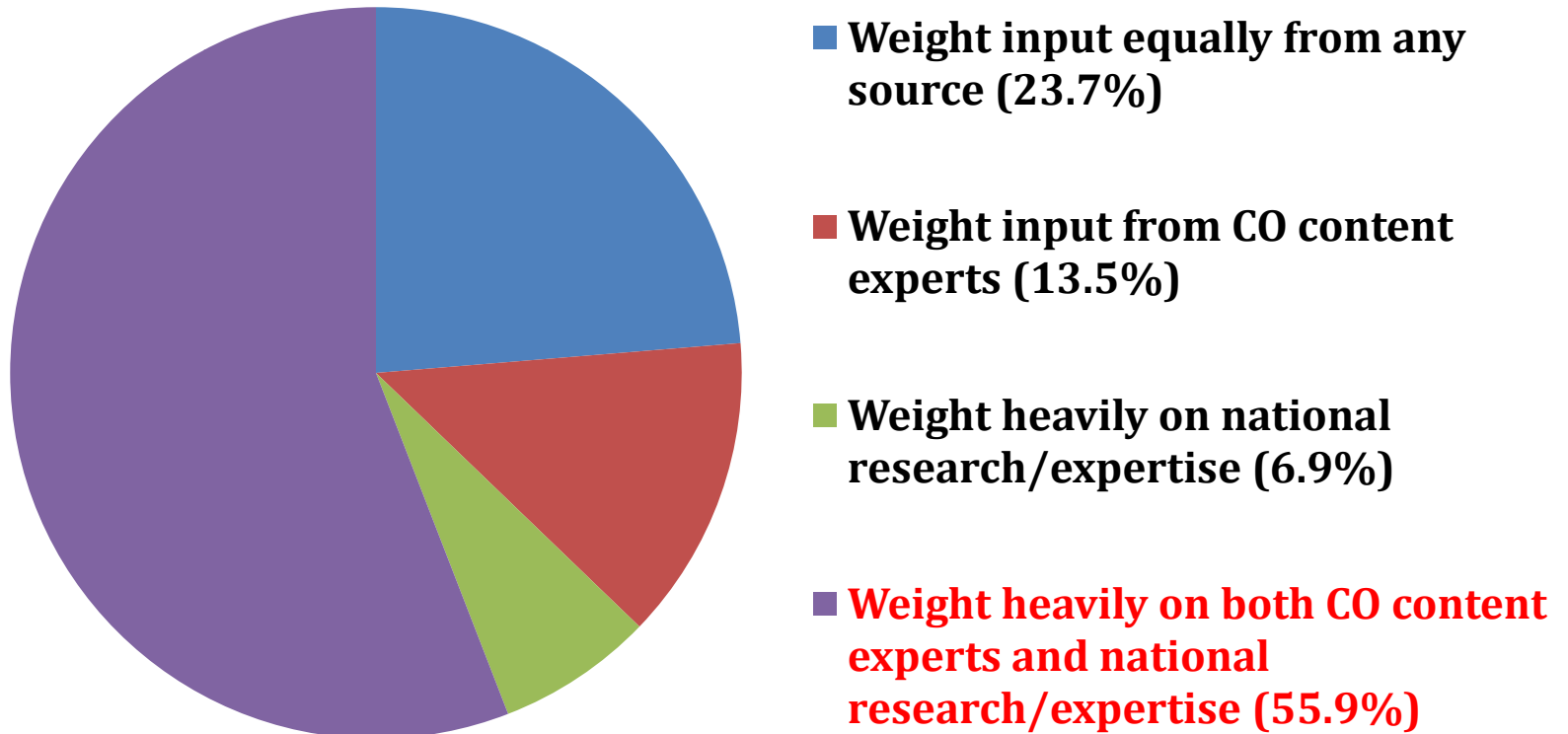
- Need to see the revised assessment before giving an opinion.
- It would depend on the student's circumstances.
- It depends on how the results will be used.
- It could be an option, but it should not be a requirement.

– Undecided

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(12) Part 1: How actively should Colorado seek input from the field throughout the assessment revision process?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(12) Part 2: Comments...

- Look at examples of other tests**
- We should also consult with:**
 - Colorado teachers**
 - Other states**
 - Parents, community, and business members**
 - Students**
 - Representatives from under-performing schools and alternative schools**
 - Professional organizations**

RESULTS OF PUBLIC ASSESSMENT SURVEY

CONCLUSIONS

– Public feedback shows that:

- People want faster results that are more inclusive and easier to understand.
- There are concerns about the length of the test and when it is given.
- As of now, results are only somewhat valuable, accurate, and helpful to instruction.
- Moving to both an online and adaptive system is desired, while still maintaining a paper/pencil component and adding performance tasks.
- There is a split on whether scores should affect grade level advancement, and if students should have the opportunity to retake the assessment.
- The assessment must be educationally sound, gauge students' knowledge of the standards, be credible and affordable.
- 21st century skills are very important, but we need to find an appropriate way to assess them.

Appendix I:

**Assessment Capacity Survey Final Report –
March 2010**

COLORADO ASSESSMENT CAPACITY STUDY:

Final Report

RESULTS OF STATEWIDE SURVEYS

Prepared for the Colorado Department of Education by

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June 22, 2010



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Colorado Assessment Capacity Study

Results of Statewide Surveys

Introduction and Methodology

Colorado legislation Section 22-7-1005, C.R.S. of Senate Bill 08-212, required the State Board of Education (State Board) to adopt academic standards that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education. The State Board adopted the revised standards on December 10, 2009. Currently, the Colorado Department of Education (CDE) is developing a new system of state assessments aligned with these preschool through elementary and secondary education standards for presentation to and adoption by the State Board in December, 2010. The new assessment system will reflect the expectations of the updated academic standards and the requirements of Senate Bill 08-212.

To inform the development of a new assessment system, CDE contracted WestEd to develop and administer, and analyze data from, online surveys to determine the capacity of Colorado schools to implement assessment reform and explore opportunities for improving the state's Next Generation assessment system. This report summarizes the results of the online surveys.

Two online surveys—one targeting teachers and one district administrators—were developed by WestEd through an iterative process that incorporated input and feedback from CDE. These surveys were conducted online using the *Survey Monkey* system. Each of the two surveys was comparable to the other in substance; they differed only in specifics related to each of the two target audiences. The surveys consisted of 23 closed-ended (Likert-scale, multiple-choice, and categorical) optional questions for teachers, and 22 such questions for district administrators, some of which solicited open-ended responses. Demographic questions were included in the surveys to determine the extent to which survey respondents represented the diversity found across the state. Substantive survey questions elicited information regarding current use of formative and summative assessments; they also sought to ascertain attitudes regarding the use of formative and summative assessments, willingness to adopt new assessments, and potential obstacles to a new assessment system implementation.

All members of the two targeted audiences—teachers and district administrators—statewide were invited to participate in these surveys. Information about and links to the surveys were disseminated throughout the state by CDE. No individual identifying information was collected or connected to survey responses.

The surveys were fielded on April 20, 2010, and remained open until May 18, 2010. Copies of both surveys can be found in Appendix A of this report.

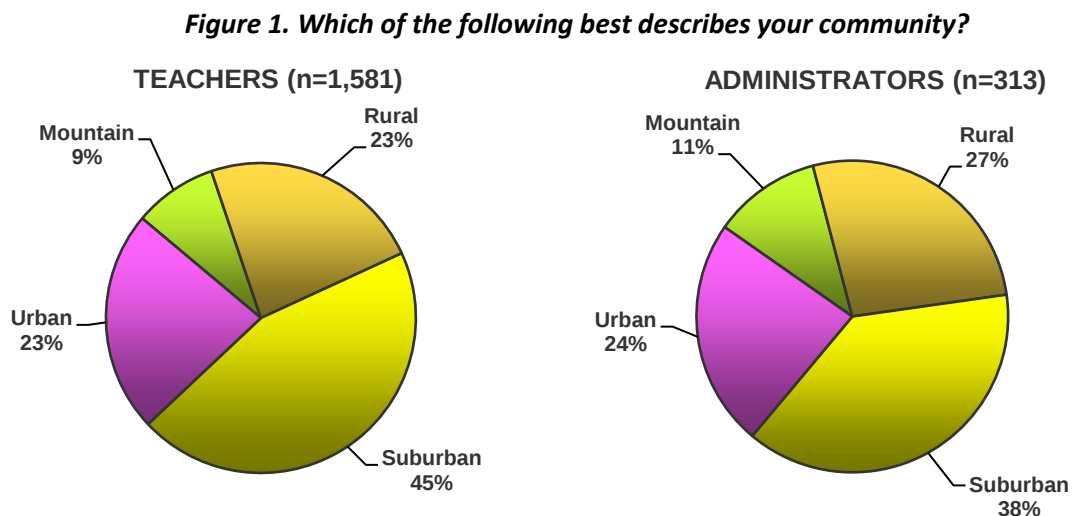
Results

A total of 1,630 teachers responded to the teacher survey and a total of 317 district administrators responded to the district administrator survey. At the request of CDE, demographic questions were positioned at the end of each survey; however, demographic information collected from respondents is summarized first to contextualize the subsequent description of results from the substantive survey questions.

I. Respondent Demographics

Which of the following best describes your community?

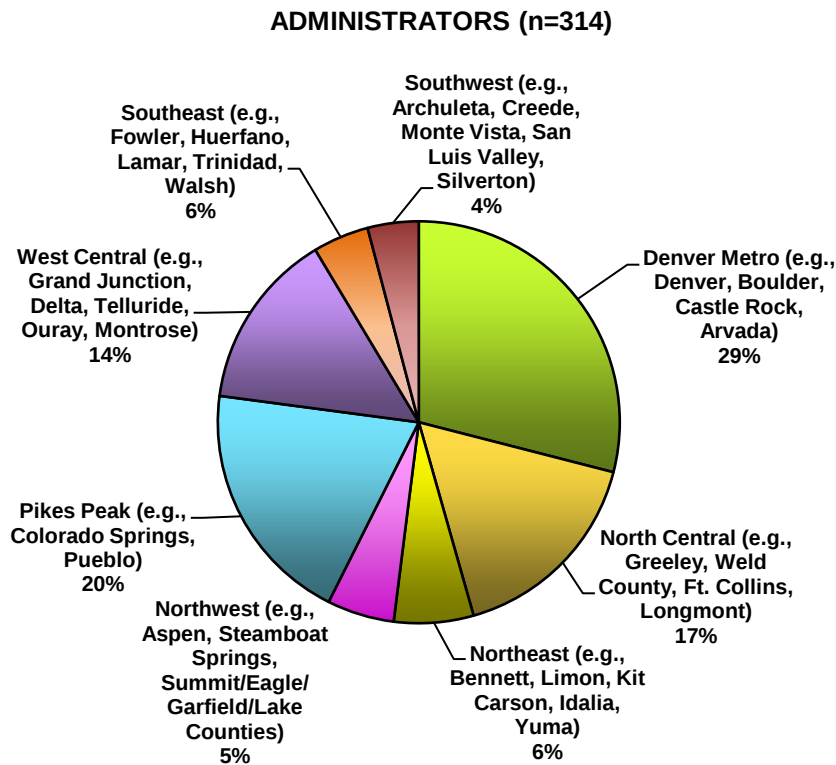
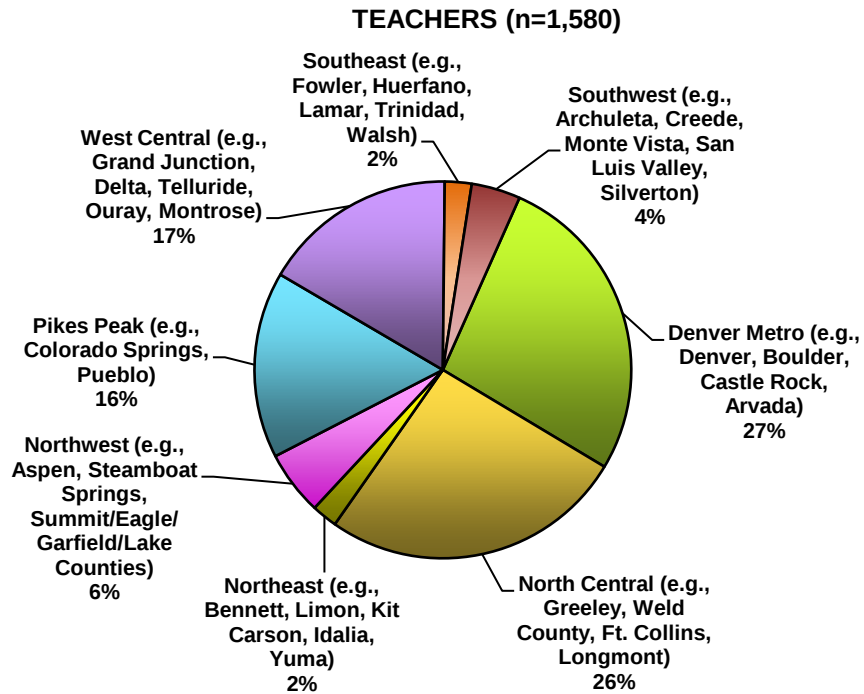
Among teachers and district administrators who indicated their geographic location, the largest percentage described their community as suburban (45% of teachers and 38% of district administrators), followed by rural (23% of teachers and 27% of district administrators), urban (23% of teachers and 24% of district administrators), and mountain (9% of teachers and 11% of district administrators). Responses of teachers and administrators on this question are illustrated in Figure 1.¹



In which geographic region do you work?

Respondents to this question also came from diverse geographic regions, with the regions of Denver Metro (27% of teachers and 29% of district administrators), North Central (26% of teachers and 17% of district administrators), Pikes Peak (16% of teachers and 20% of district administrators), and West Central (17% of teachers and 14% of district administrators) receiving the most responses. Responses of teachers and administrators to this question are illustrated in Figure 2.

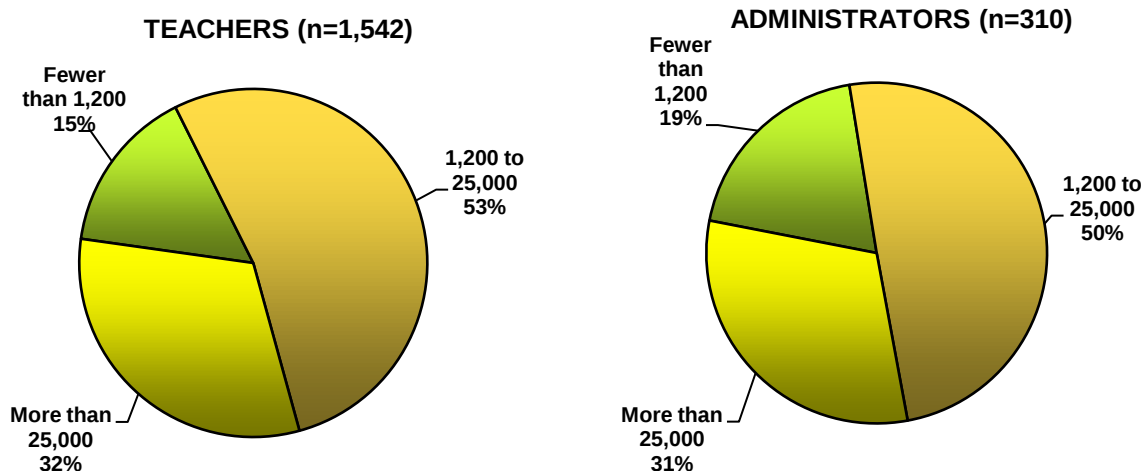
¹ Throughout this report, percentages may not total 100% due to rounding.

Figure 2. In which geographic region do you work?

What is the total student enrollment in your district?

The majority of teachers (53%) and the largest percentage of district administrators (50%) reported a total district student enrollment in their districts of 1,200 to 25,000. Nearly one-third of each group (32% of teachers and 31% of district administrators) reported a total district student enrollment of more than 25,000. Responses of teachers and administrators to this question are illustrated in Figure 3.

Figure 3. What is the total student enrollment in your district?

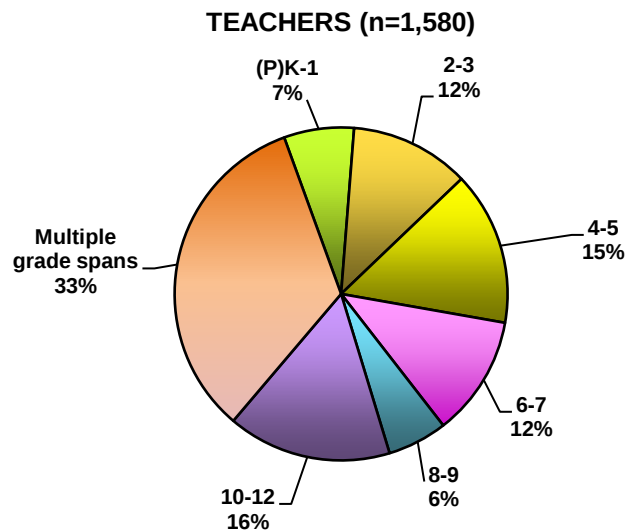


What grade do you teach?

Teachers were asked to indicate grade(s) in which they currently are teaching. As illustrated in Figure 4, the largest percentages of teachers who responded indicated that they currently teach in grade spans 10–12 (16%) and 4–5 (15%). This question also allowed teachers to indicate if they teach multiple grade spans, and 525 teachers (33% of respondents to this question) indicated that they teach grade spans other than those specified in the question. Among those respondents, common grade spans reported included

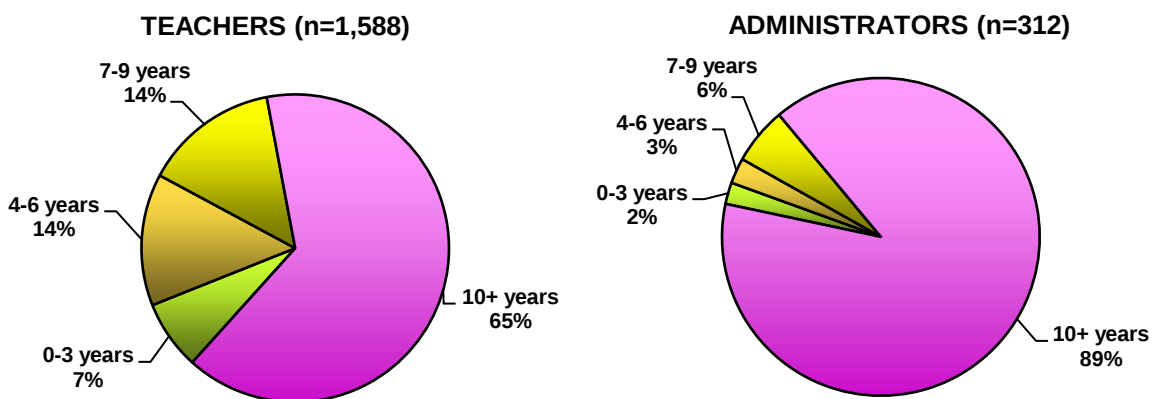
- grades 9–12,
- grades 6–8,
- grades 6–12 or 7–12,
- kindergarten–5 or kindergarten–6, and
- kindergarten–8 or kindergarten–12.

Special education teachers often specified even larger grade spans. A full listing of verbatim responses is included in Appendix B of this report.

Figure 4. What grade do you teach?

How many years have you been involved in teaching, administration, or other roles in education?

Across teachers and district administrators, the majority of respondents indicated a long-standing involvement in the field of education. As illustrated in Figure 5, nearly two-thirds (65%) of teachers and 89% of district administrators have been involved in educational roles for over 10 years. The next most common response for both teachers and district administrators was 7–9 years.

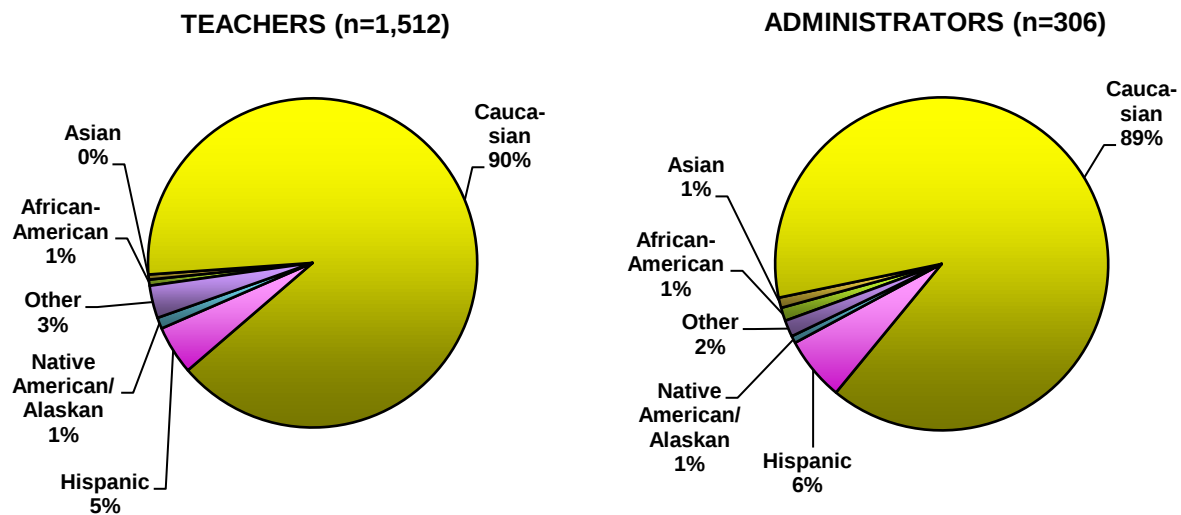
Figure 5. How many years have you been involved in teaching, administration, or other roles in education?

What is your racial/ethnic group?

The sample represented in these survey responses was relatively homogeneous racially/ethnically; as illustrated in Figure 6, among respondents who selected from among the racial/ethnic group options provided, 90% of teachers and 89% of district administrators

identified themselves as Caucasian. Five percent of teachers and 6% of district administrators identified themselves as Hispanic; African-American, Native American/Alaskan, Asian, and other groups were minimally represented. This question also allowed respondents to specify alternate racial/ethnic categories, and an additional 3% of teachers and 2% of district administrators took advantage of this option. The majority of these respondents preferred not to specify a racial/ethnic designation. A full listing of verbatim responses is included in Appendix B of this report.

Figure 6. What is your racial/ethnic group?



II. Substantive Survey Results

Results for each substantive survey question² are summarized below.³ Where opportunities for open-ended responses were provided, the most common themes that emerged are summarized; full verbatim response lists are included in Appendix B. Because teachers and district administrators have different responsibilities and perspectives (and thus completed separate surveys), the following results are reported for each group separately. Results are not broken out by any other demographic category because of limited sample sizes in most categories.⁴

The Colorado Department of Education (CDE) is interested in understanding how summative assessment data are currently integrated into classroom instruction. As defined by CDE, summative refers to an assessment that is valid, reliable, and standardized, given at a particular point in time to measure a student's proficiency in relation to a specific set of academic standards. Please indicate your level of agreement with each of the following statements.

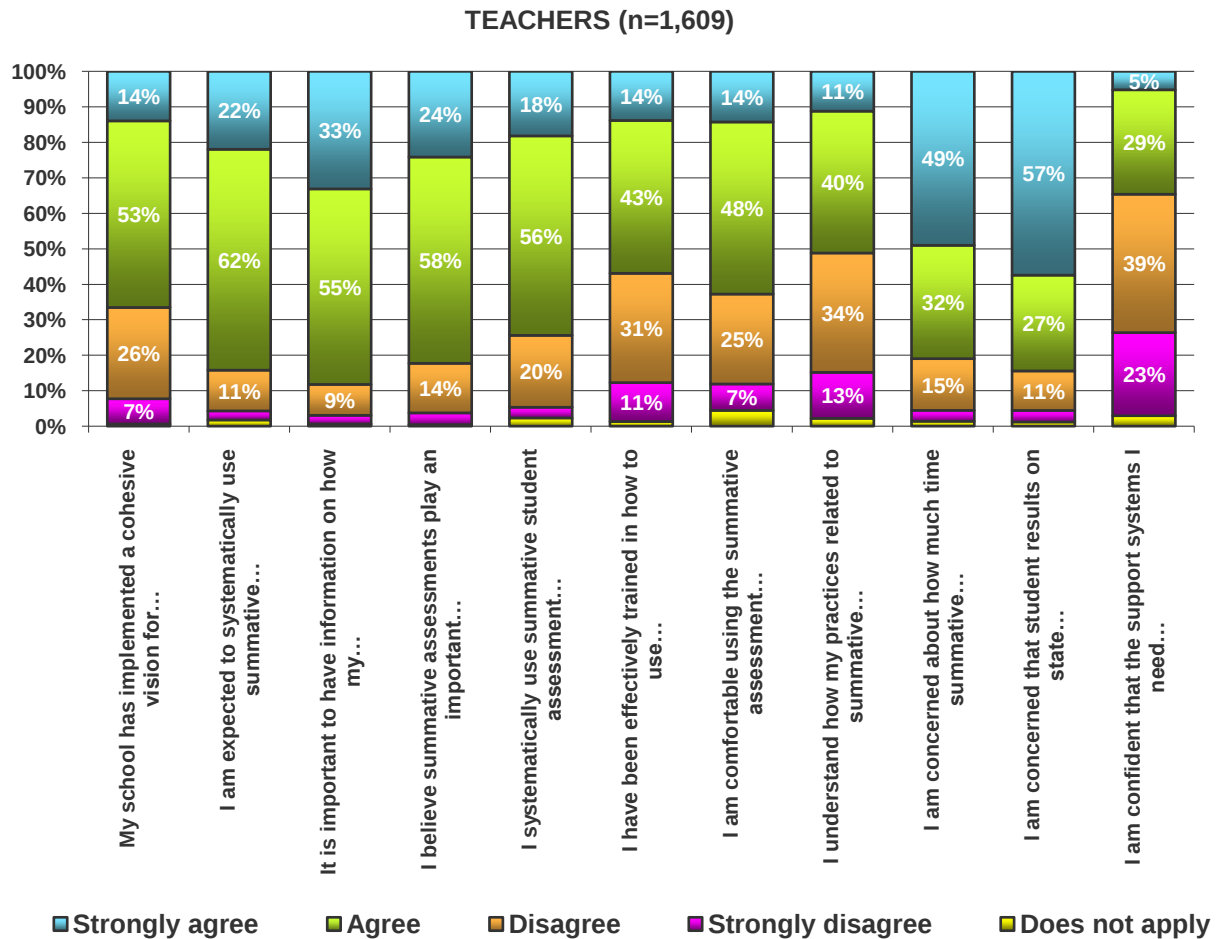
Teachers. As illustrated in Figure 7, the majority of teachers indicated that they agree/strongly agree that their schools have implemented a vision for using summative data (67% agree/strongly agree combined), that they are expected to systematically use summative data (84% combined), that the use of summative data is important in benchmarking student progress (88% combined), that summative data play an important role in instruction (82% combined), and that they use summative data to inform instruction (74% combined). Teachers were somewhat less likely to agree/strongly agree that they have been effectively trained in using summative data (57% combined), that they are comfortable using the current summative assessment system (62% combined), that they understand how the revised Academic Standards will affect summative assessment practices (51% combined), and that they have the support needed to use summative assessment (35% combined). Furthermore, the majority of teachers reported concern about the time summative assessments consume in the classroom, with 81% agreeing/strongly agreeing to this statement, and about the use of summative assessments to evaluate teacher effectiveness, with 84% agreeing/strongly agreeing to this statement.

² Throughout this report, figure labels include abbreviated versions of statements included in the corresponding survey questions. For verbatim listings of question statements, see Appendix A of this report.

³ As with all survey research, administrators of these surveys faced challenges that constrain the generalization of findings beyond Colorado educators in this sample (Fink, 1995; Fowler, 1993; Punch, 2003; Sax, 2003). Survey data are self-reported, which may introduce bias. In addition, the sample was not ethnically diverse, and relatively few educators from mountain, northern, or southern regions responded, which may have had an impact on response frequencies and comments provided. Finally, the characteristics of non-responders are not known and may differ systematically from those of responders. However, the results of these surveys may be useful to CDE as it determines how best to stage the implementation of a new, comprehensive assessment system.

⁴ In addition to the survey responses collected via the online system, four Colorado educators provided additional comments directly to the survey administrator. These comments are included in Appendix C.

Figure 7. Please indicate your level of agreement with each of the following statements (summative assessments). (Teachers)⁵

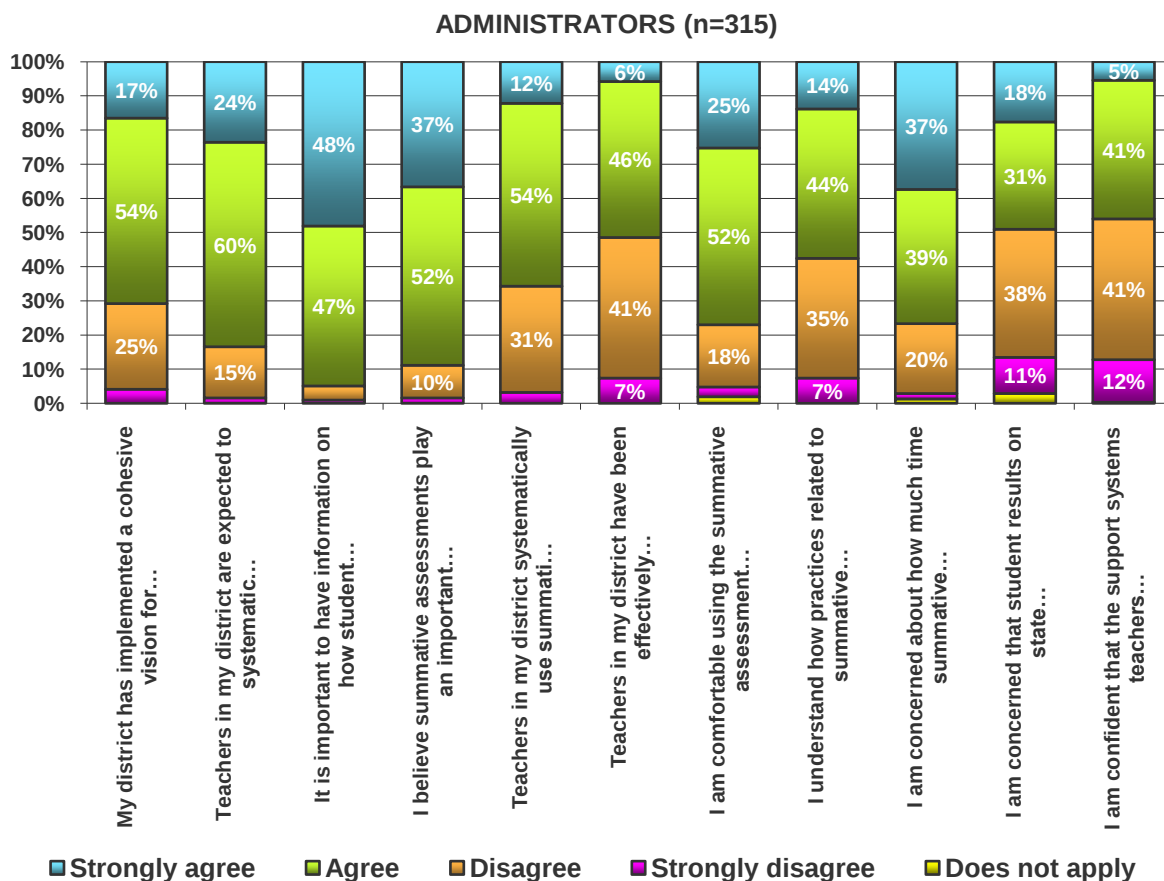


District administrators. District administrators' responses were largely comparable to teacher responses to this question. As illustrated in Figure 8, the majority of district administrators indicated that they agree/strongly agree that their districts have implemented a vision for using summative data (71% agree/strongly agree combined), that teachers are expected to systematically use summative data (84% combined), that the use of summative data is important in benchmarking student progress (95% combined), and that summative data play an important role in instruction (89% combined), although they were somewhat less likely than teachers to agree/strongly agree that teachers use summative data to inform instruction (66% combined). As with teachers, a slight majority of district administrators agreed/strongly agreed that teachers have been effectively trained in the use of summative data (52% combined), although they were more likely than teachers to agree/strongly agree that they are comfortable using the summative assessment system currently in place (77% combined) and that they

⁵ Throughout this report, percentages under 5% will not be labeled in figures containing stacked bar charts.

understand how implementation of the revised Academic Standards might affect summative assessment practices (58% combined). District administrators were somewhat less likely than teachers to agree/strongly agree that they are concerned about the amount of time summative assessments consume (76% combined) and about the use of summative assessments to evaluate district administrator effectiveness (49% combined). District administrators were somewhat more confident than teachers that teachers have the support needed to use summative assessments (46% agreeing/strongly agreeing with this statement), although 54% disagreed or strongly disagreed with this statement.

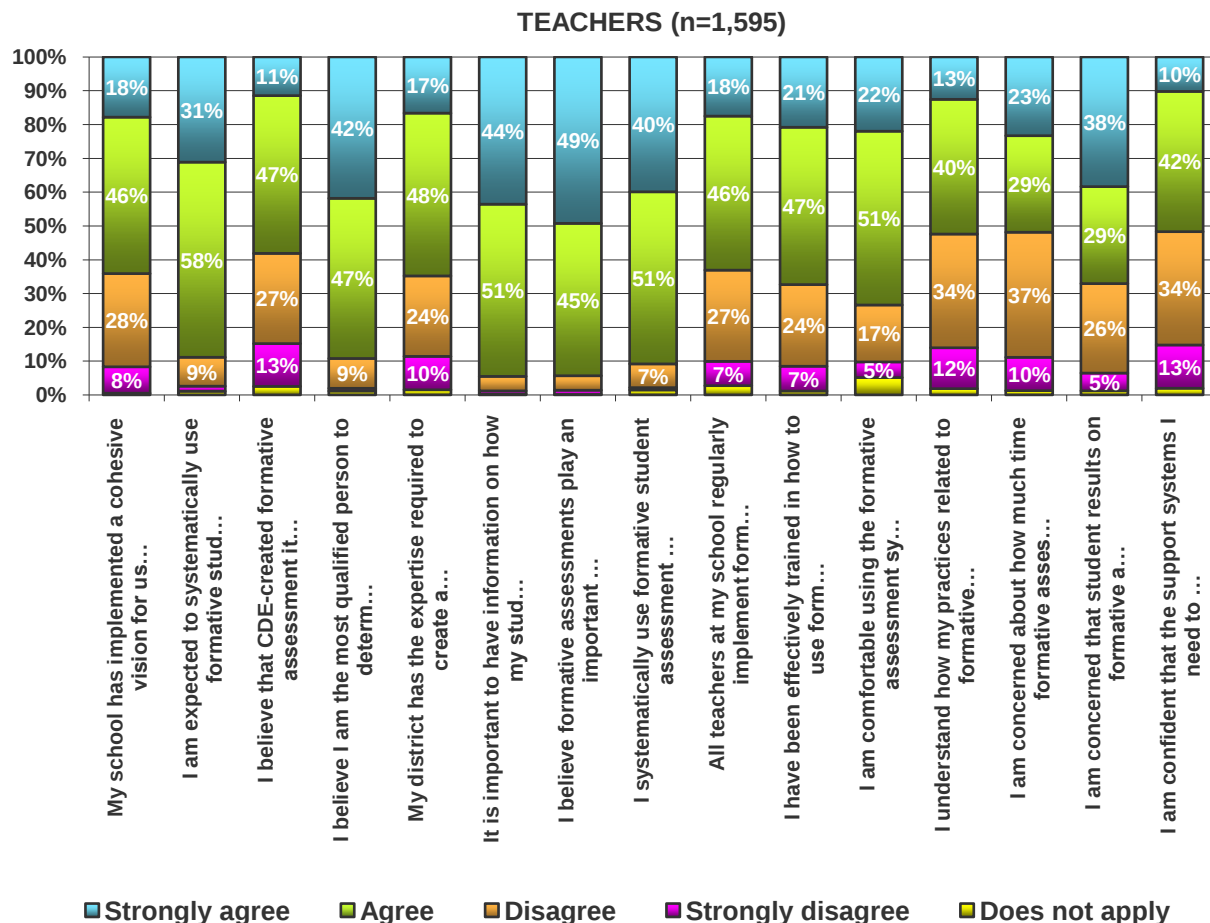
Figure 8. Please indicate your level of agreement with each of the following statements (summative assessments). (District administrators)



CDE is also interested in understanding how formative assessment data are currently integrated into classroom instruction. As defined by CDE, formative refers to assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning. Please indicate your level of agreement with each of the following statements.

Teachers. As indicated in Figure 9, the majority of teachers agreed/strongly agreed that their schools have implemented a vision for using formative data to inform classroom instruction (64% agreed/strongly agreed, combined), that they are expected to use formative assessment data to inform instruction (89% combined), that CDE-created formative assessments could be useful in classroom practice (58% combined), that teachers are the most qualified professionals to make determinations regarding formative assessments (89% combined), and that their districts are capable of creating/administering formative assessments (65% combined). Teachers also agreed/strongly agreed with statements that formative assessment data are important in benchmarking student progress (95% combined), that formative assessments are important in student instruction (94% combined), that they systematically use formative assessment data to inform instruction (91% combined), and that all teachers at their schools regularly use formative assessments (64% combined). Teachers were more likely to agree/strongly agree that they are effectively trained in using formative assessment data (68% combined) than they were regarding summative assessment data, and the majority of teachers agreed/strongly agreed that they are comfortable using the formative assessment system currently in place (73% combined), while a slight majority agreed/strongly agreed that they understand how implementation of the revised Academic Standards will affect formative assessment practices (53% combined). Just over half of teachers agreed/strongly agreed that they are concerned about the amount of time formative assessments consume (52% combined) and that they have the support systems needed to use formative assessment data (52% combined); 67% (combined) of teachers agreed/strongly agreed that they are concerned about the use of formative assessment data in evaluating teacher effectiveness, which is lower than the percentage of teachers concerned about the use of summative assessment data in evaluating teacher effectiveness.

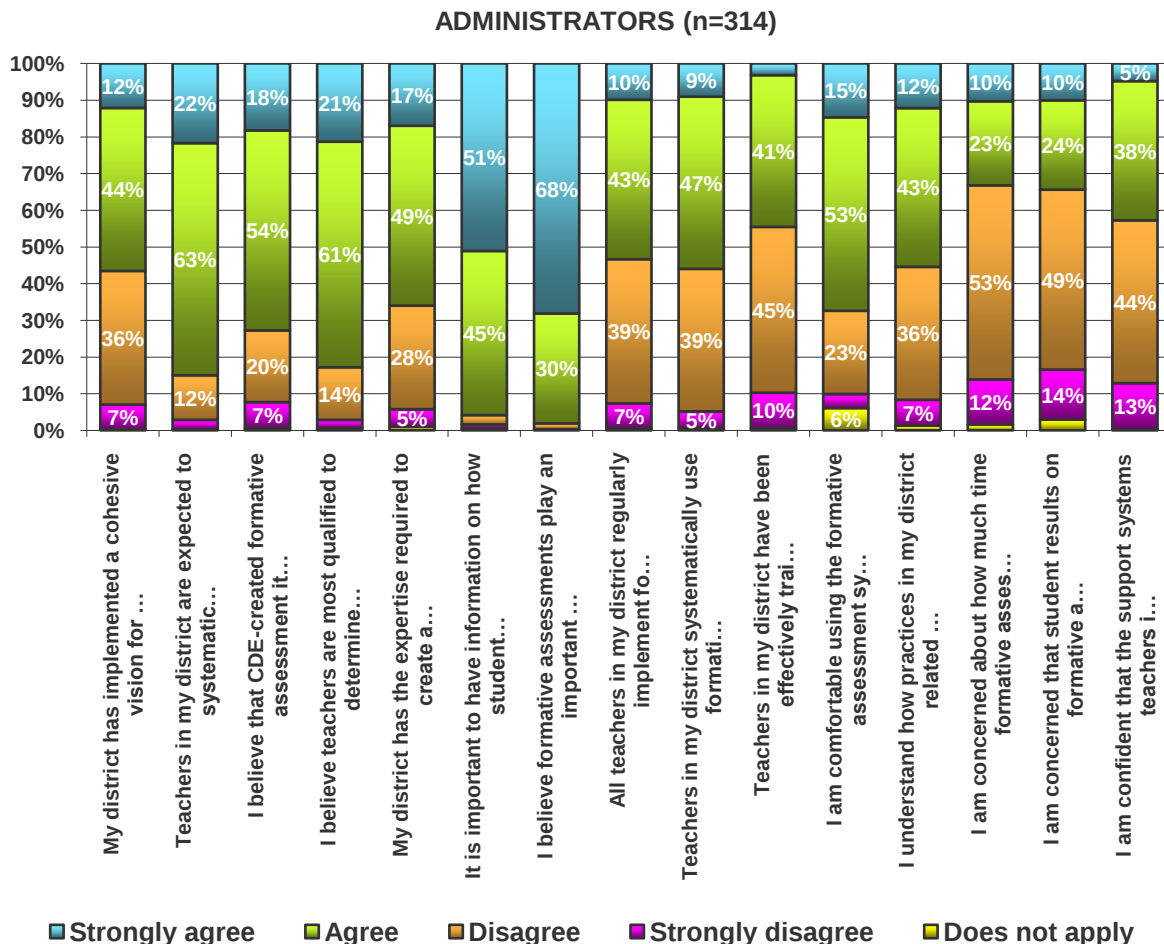
Figure 9. Please indicate your level of agreement with each of the following statements (formative assessments). (Teachers)



District administrators. As illustrated in Figure 10, district administrators' responses were largely comparable to teacher responses, with the majority of district administrators agreeing/strongly agreeing with statements regarding a district vision for using formative assessment data (56% combined), expectations regarding teacher use of formative assessment data (85% combined), the use of CDE-created formative assessments (72% combined), the qualification of teachers to make formative assessment determinations (82% combined), and district expertise to create/administer formative assessments (66% combined). Nearly all district administrators agreed/strongly agreed that formative assessment data are important in benchmarking student progress (96% combined) and that formative assessments are important in student instruction (98% combined). District administrators, however, were somewhat less likely than teachers to agree/strongly agree that teachers systematically use formative assessment data to inform instruction (56% combined) or that all teachers in their districts regularly implement formative assessments (53% combined). District administrators were also less likely than teachers to agree/strongly agree that teachers have been effectively trained in using formative assessment data (45% combined), that they are comfortable using the

formative assessment system currently in place (68% combined), that they are concerned about the time formative assessments consume (33% combined), that they are concerned formative assessment data will be used to evaluate district administrator effectiveness (34% combined), or that teachers have the support needed to implement formative assessments (43% combined). District administrators responded similarly to teachers regarding their understanding of how the revised Academic Standards will affect formative assessment systems (55% agreed/strongly agreed, combined).

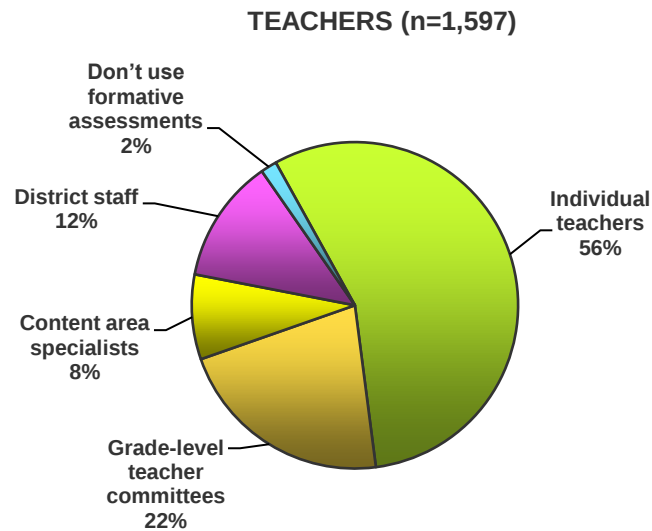
Figure 10. Please indicate your level of agreement with each of the following statements (formative assessments). (District administrators)



Who is currently responsible for developing formative assessments that are used in classrooms at your school/in your district?

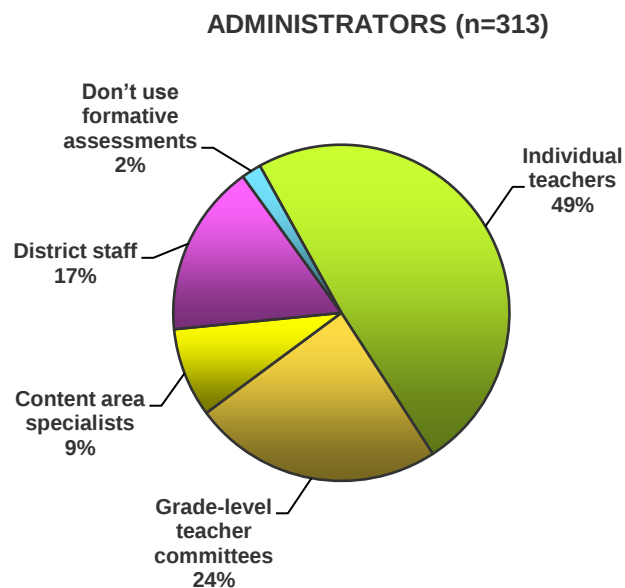
Teachers. The majority (56%) of teachers responded that individual teachers are responsible for developing formative assessments, as shown in Figure 11, followed by grade-level teacher committees (22%) and district staff (12%).

Figure 11. Who is currently responsible for developing formative assessments that are used in classrooms at your school/in your district? (Teachers)



District administrators. District administrator responses largely followed this pattern, with 49% indicating that individual teachers are responsible for developing formative assessments, 24% indicating grade-level teacher committees, and 17% indicating district staff, as shown in Figure 12. Fewer than 2% of teachers and district administrators indicated that formative assessments were not used in their school/district.

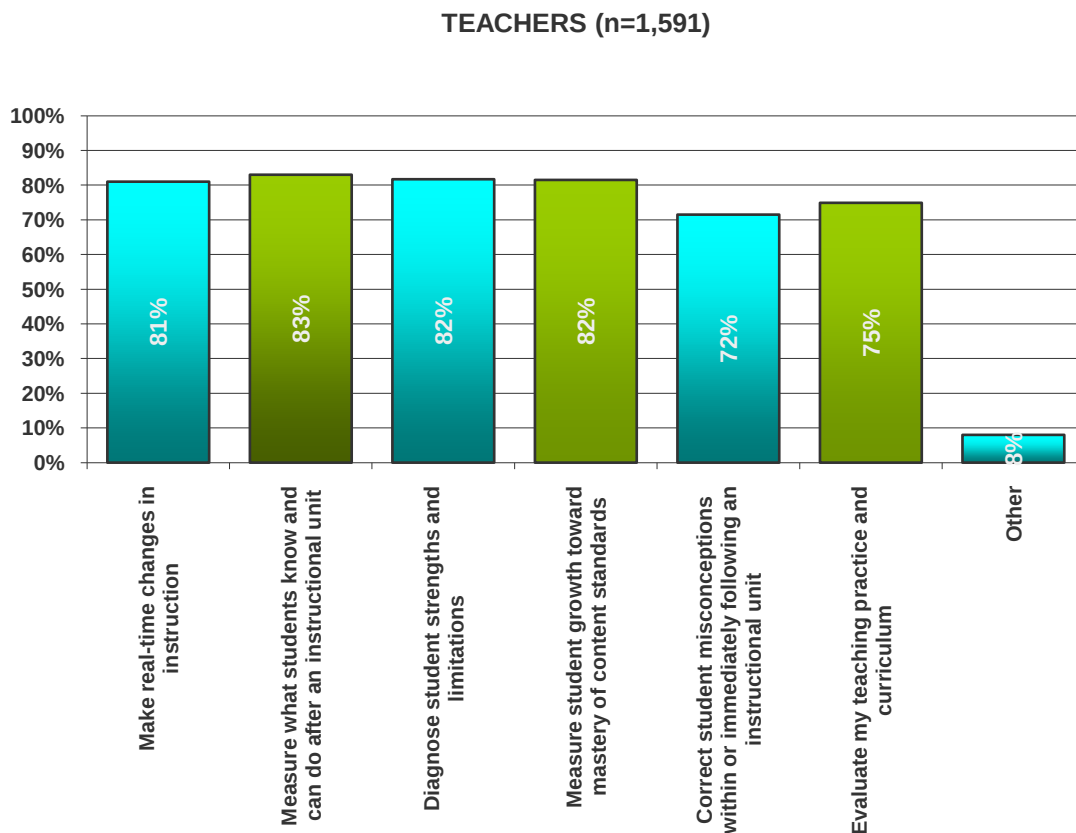
Figure 12. Who is currently responsible for developing formative assessments that are used in classrooms at your school/in your district? (District administrators)



For which of the following purposes, if any, do you regularly use data from formative assessments? (Mark all that apply.)

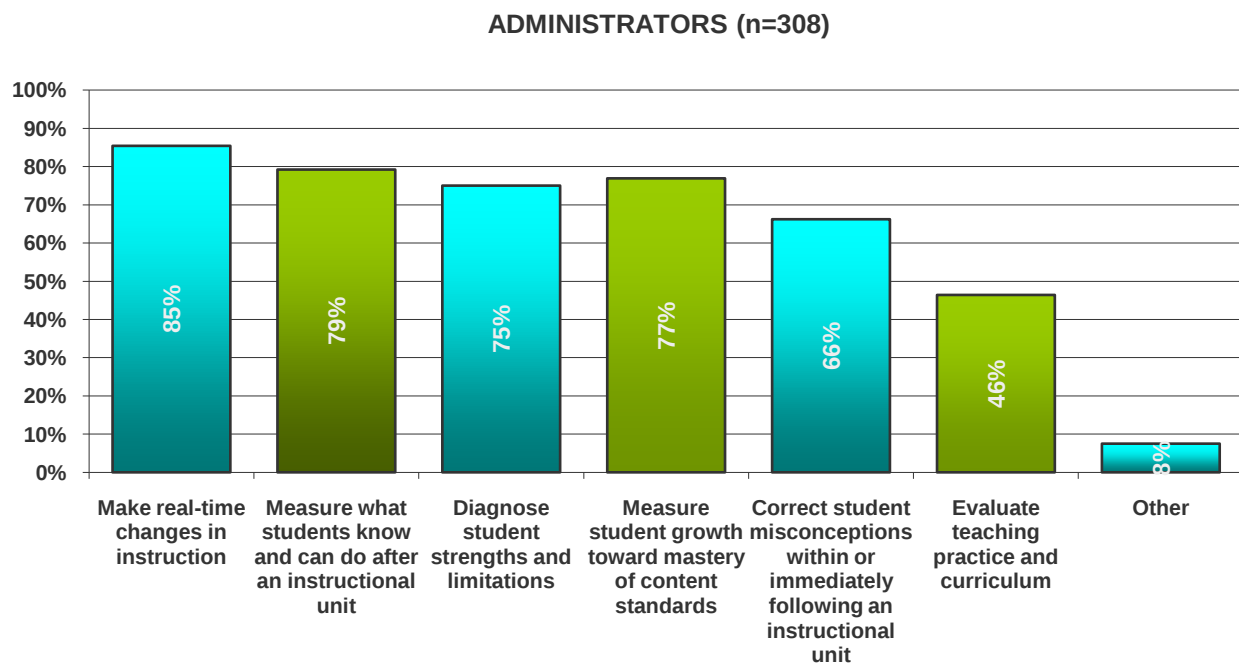
Teachers. As shown in Figure 13, over 80% of teachers indicated using formative assessments to measure student knowledge/skill after an instructional unit (83%), to diagnose student strengths and limitations (82%), to measure student growth toward mastery of content standards (82%), and to make real-time changes in instruction (81%). Over 70% of teachers indicated using formative assessments to correct student misconceptions following an instructional unit (72%) and to evaluate teaching practice and the curriculum (75%). Eight percent of teachers specified other uses of formative assessments; some of the more common themes included using formative assessments to differentiate instruction, to provide feedback to students and parents, and to develop and monitor progress on IEPs. A full list of verbatim responses is provided in Appendix B.

Figure 13. For which of the following purposes, if any, do you regularly use data from formative assessments? (Teachers)



District administrators. District administrators were somewhat more likely than teachers to indicate that formative assessment is used in their districts to make real-time changes in instruction (85%), and somewhat less likely than teachers to indicate that formative assessment is used to measure student knowledge/skill after an instructional unit (79%), diagnose student strengths and limitations (75%), measure student growth toward mastery of content standards (77%), correct student misconceptions (66%), and evaluate teaching practice and the curriculum (46%), as shown in Figure 14. An additional 8% of district administrators provided additional comments for this question; some of the more common themes included an indication that formative assessments are not regularly used and that formative assessments are used to differentiate instruction and determine appropriate interventions. A full list of verbatim responses is provided in Appendix B.

Figure 14. For which of the following purposes, if any, are teachers in your district expected to regularly use data from formative assessments? (District administrators)

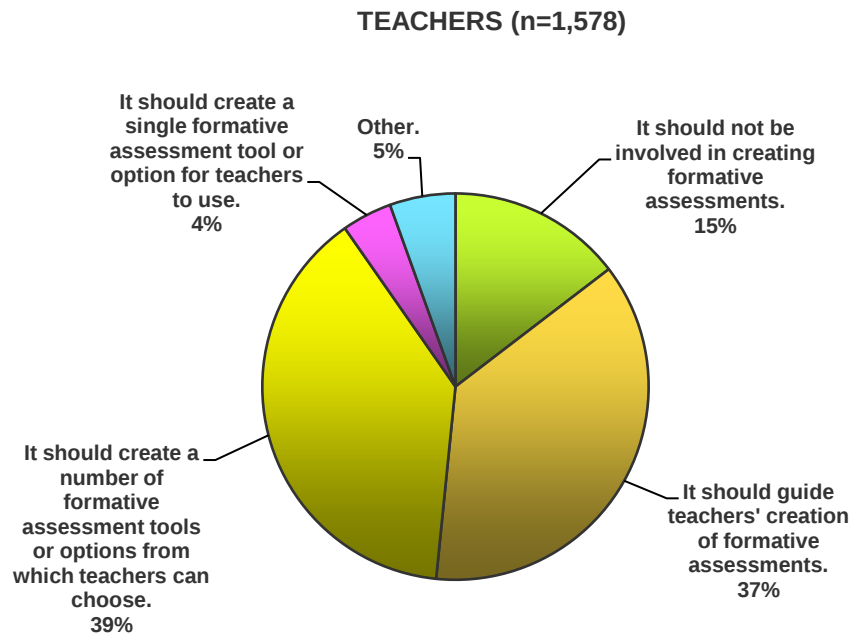


What role do you feel your district should play in creating formative assessments for the classroom?

Teachers. As shown in Figure 15, over one-third of teachers indicated that their districts should either create a number of formative assessment tools or options from which teachers can choose (39%) or guide teachers' creation of formative assessments (37%). Nearly 15% of teachers indicated that their districts should not be involved in creating formative assessments. Among the 5% of teachers who specified other responses to this question, common themes included a recommendation for districts to provide time and training for teachers to develop

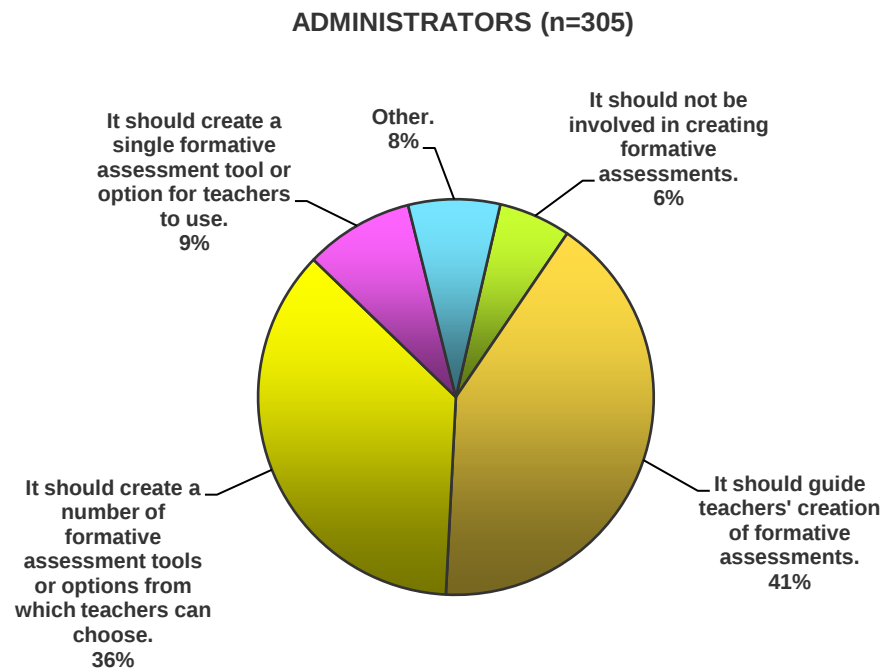
their own professional development and a recognition of the value in both guiding teachers and providing options for them to use. A full list of verbatim responses is included in Appendix B.

Figure 15. What role do you feel your district should play in creating formative assessments for the classroom? (Teachers)



District administrators. District administrators were slightly more likely than teachers to indicate that the district should guide teachers' creation of formative assessments (41%) and slightly less likely than teachers to indicate that the district should create formative assessment tools for teachers to use (36%), as shown in Figure 16. Only 6% of district administrators reported feeling that the district should not be at all involved in creating formative assessments. Among the 8% of district administrators who provided additional comments, common themes included working with and supporting teachers in the development of formative assessments and coordinating among teachers, districts, and states to develop a useful set of formative assessments. A full list of verbatim responses is included in Appendix B.

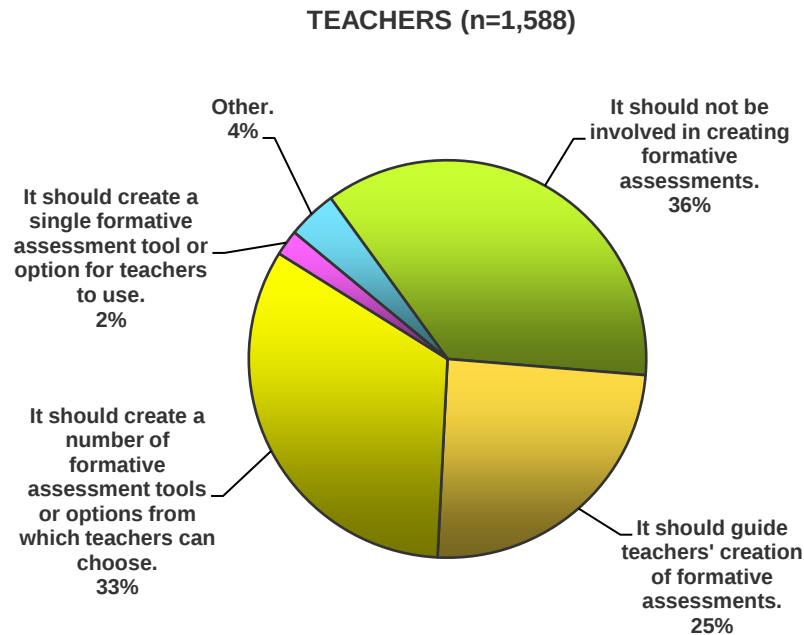
Figure 16. What role do you feel your district should play in creating formative assessments for the classroom? (District administrators)



What role do you feel CDE should play in creating formative assessments for the classroom?

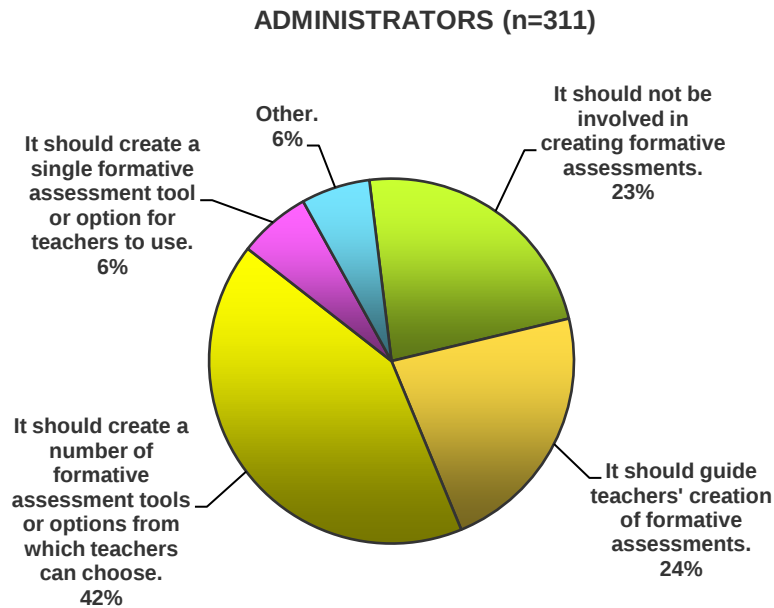
Teachers. The highest percentage of teachers responded that CDE should not be involved in creating formative assessments (36%), followed by 33% who indicated that CDE should create formative assessment tools for teachers to use, as illustrated in Figure 17. One-quarter (25%) of teachers indicated that CDE should guide teachers' creation of formative assessments. Among the 4% of teachers who specified other responses for this question, a recommendation that emerged was for CDE to provide options, guidance, and resources to districts but to primarily allow teachers to make final determinations about the creation of formative assessments. A full list of verbatim responses is included in Appendix B.

Figure 17. What role do you feel CDE should play in creating formative assessments for the classroom? (Teachers)



District administrators. As illustrated in Figure 18, district administrators were more likely than teachers to respond that CDE should create formative assessment tools for teachers to use (42%); however, nearly a quarter responded that CDE should not be involved in creating formative assessments (23%), and nearly a quarter responded that CDE should guide teachers' creation of formative assessments (24%). Similarly to teacher responses, among the 6% of district administrators who provided additional comments, common themes included recommendations to provide support to districts and teachers in the development of formative assessments and to work with districts in this endeavor. A full list of verbatim responses is included in Appendix B.

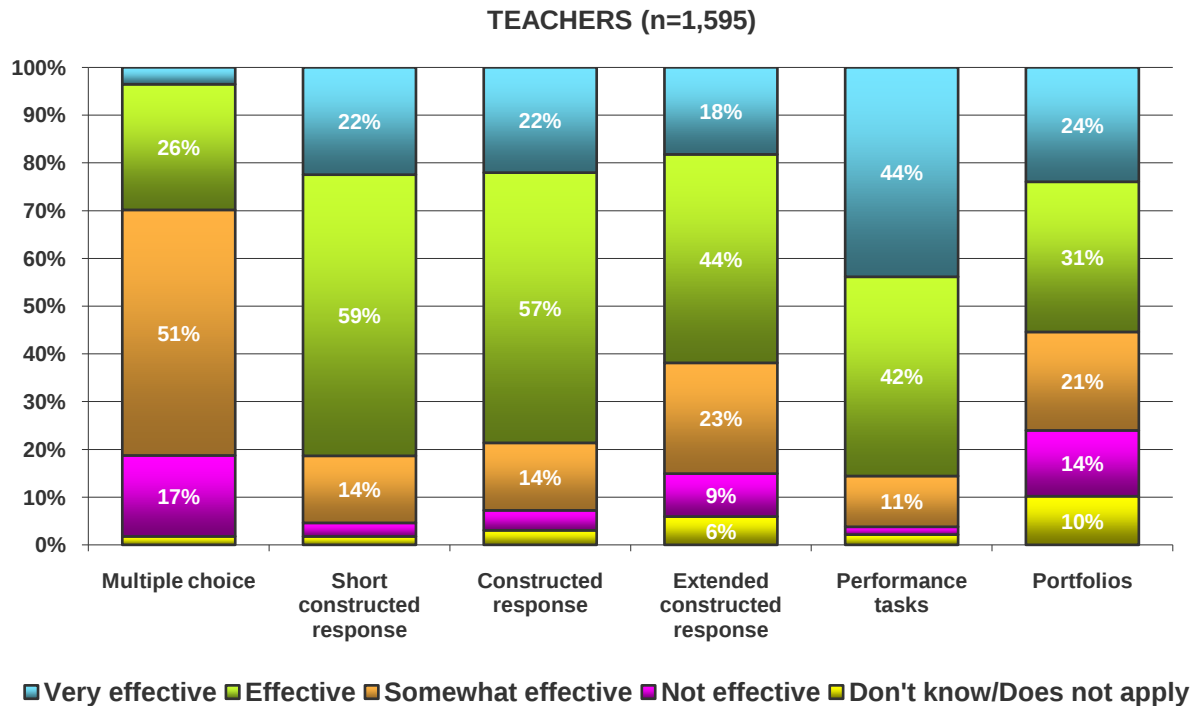
Figure 18. What role do you feel CDE should play in creating formative assessments for the classroom? (District administrators)



In your experience, how effective are the following types of test items in assessing what your students know and are able to do?

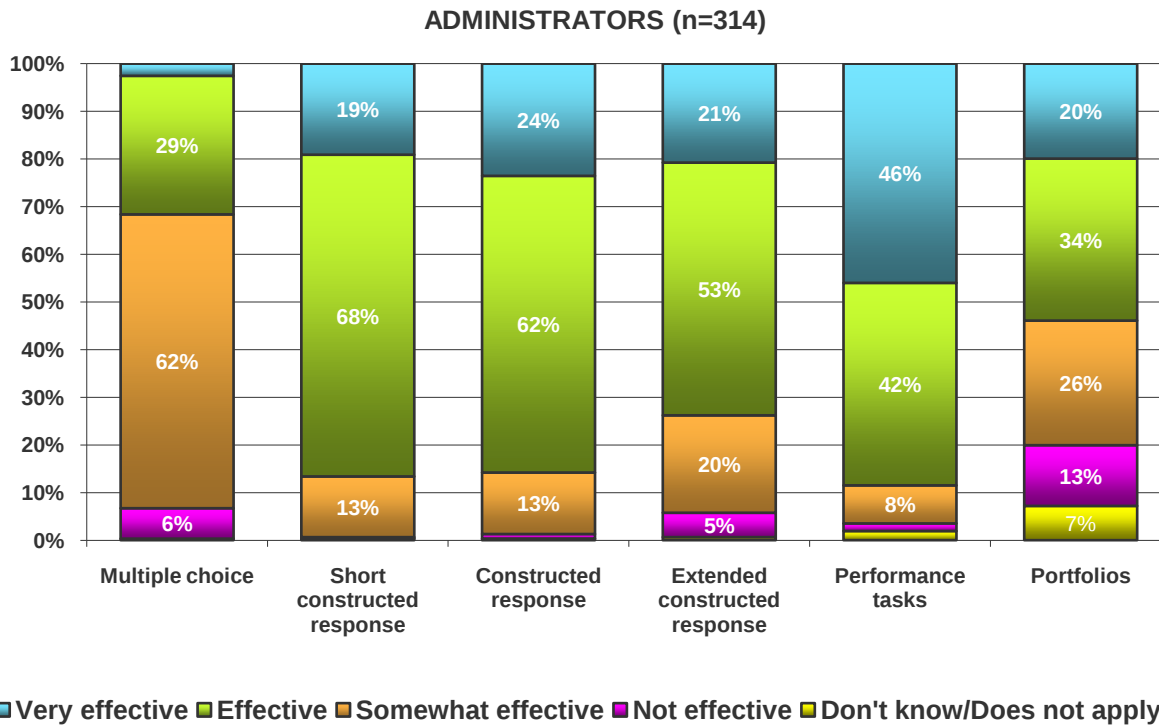
Teachers. Teachers generally responded that performance tasks (86% effective/very effective, combined), short constructed response items (81% combined) and constructed response items (79% combined) were either effective or very effective in assessing student knowledge and skill, as indicated in Figure 19. Somewhat fewer teachers reported that extended constructed response items (62% combined) and portfolios (55% combined) were effective or very effective, whereas 85% reported that performance tasks were either effective or very effective. Sixty-eight percent combined responded that multiple choice items were either somewhat effective or not effective. Five percent of teachers who responded to this question specified other assessment options, with common recommendations including presenting assessments orally and using a combination of item types; teachers also acknowledged that the effectiveness of assessment options varies by student. A full list of verbatim responses is included in Appendix B.

Figure 19. In your experience, how effective are the following types of test items in assessing what your students know and are able to do? (Teachers)



District administrators. District administrator responses were comparable to those of teachers. As indicated in Figure 20, district administrators generally responded that performance tasks (88% effective/very effective combined), short constructed response items (87% combined), and constructed response items (86% combined) were either effective or very effective in assessing student knowledge and skill. Somewhat fewer district administrators reported that extended constructed response items (74%) and portfolios (54%) were effective or very effective. Sixty-eight percent responded that multiple choice items were either somewhat effective or not effective. Eight percent of district administrators who responded to this question specified other assessment options, with common recommendations including presenting assessments orally and using a combination of options; district administrators also acknowledged that the effectiveness of assessment options varies by student. A full list of verbatim responses is included in Appendix B.

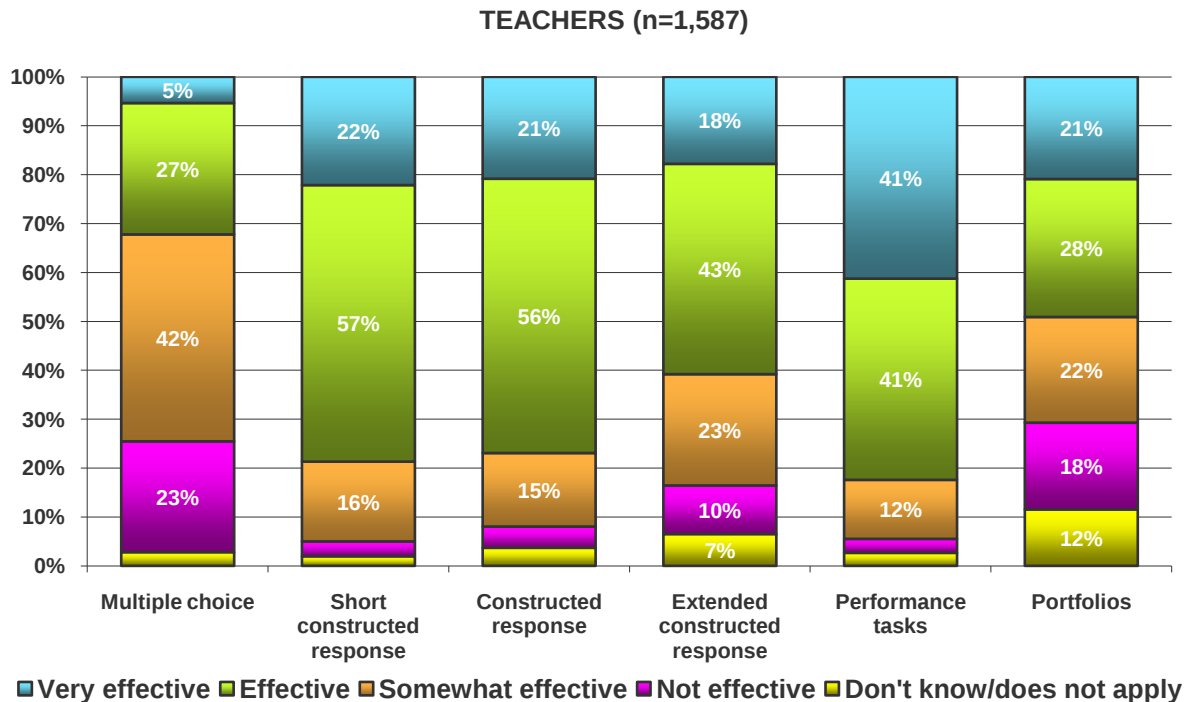
Figure 20. In your experience, how effective are the following types of test items in assessing what students in your district know and are able to do? (District administrators)



How effective are the following types of test items in helping you plan and improve your instruction?

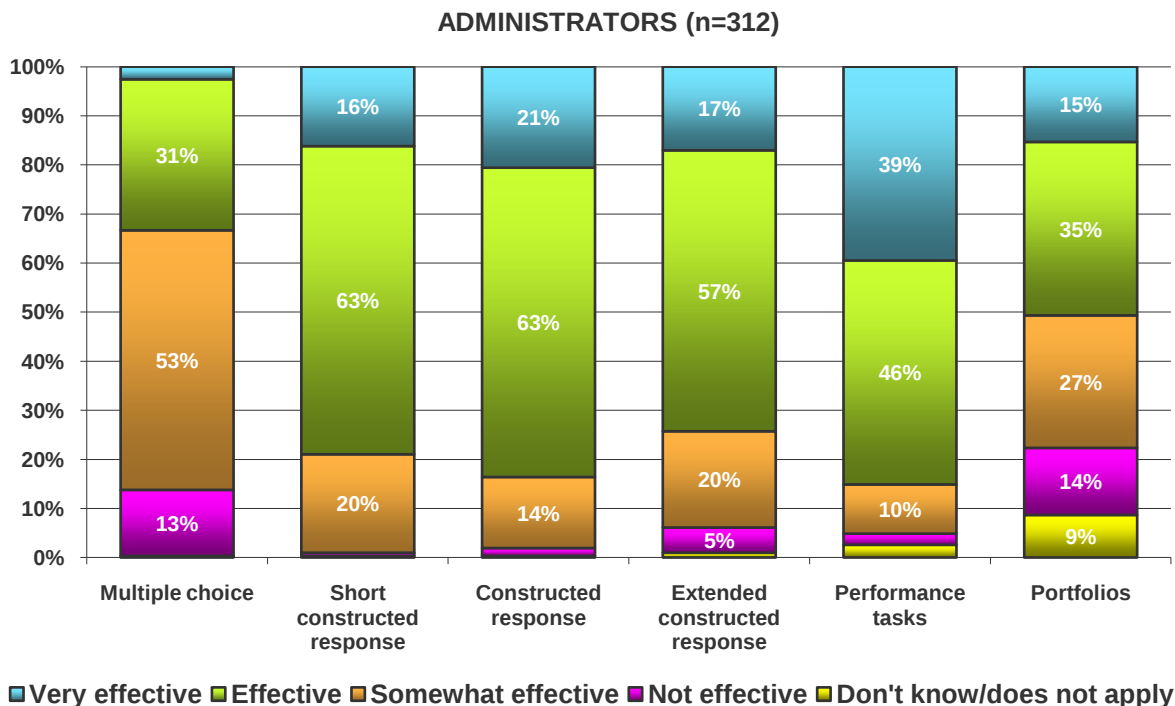
Teachers. Teachers generally responded that performance tasks (82% effective/very effective combined), short constructed response items (79% combined), and constructed response items (77% combined) were either effective or very effective in helping plan and improve instruction, as indicated in Figure 21. Somewhat fewer teachers reported that extended constructed response items (61% combined) and portfolios (49% combined) were effective or very effective. Sixty-five percent responded that multiple choice items were either somewhat effective or not effective. Three percent of teachers who responded to this question specified other assessment options, with common recommendations including delivering assessments orally or using interview formats and using a combination of options; teachers also acknowledged that the effectiveness of assessment options varies by student and that timely feedback on test results is important. A full list of verbatim responses is included in Appendix B.

Figure 21. How effective are the following types of test items in helping you plan and improve your instruction? (Teachers)



District administrators. District administrator responses were comparable to those of teachers. As indicated in Figure 22, district administrators generally responded that performance tasks (85% effective/very effective combined), constructed response items (84% combined), and short constructed response items (79% combined) were either effective or very effective in helping plan and improve instruction. Somewhat fewer district administrators reported that extended constructed response items (74% combined) and portfolios (50% combined) were effective or very effective. Sixty-six percent responded that multiple choice items were either somewhat effective or not effective. Four percent of district administrators who responded to this question specified other assessment options, with common recommendations including using checklists and employing a combination of options; district administrators also recognized that the effectiveness of assessment options varies by student and that timely feedback on test results is important. A full list of verbatim responses is included in Appendix B.

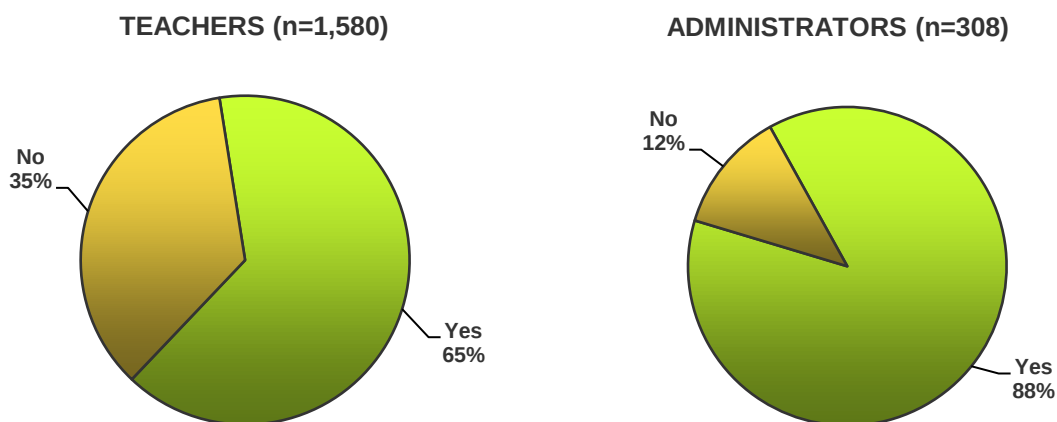
Figure 22. How effective are the following types of test items in helping teachers in your district plan and improve their instruction? (District administrators)



Have you administered online tests to your students [Have online tests been administered to students in your district] in the past three years?

As Figure 23 indicates, 65% of teachers reported having administered online tests in the past three years. In contrast, 88% of district administrators responded that online tests have been administered in their districts in the past three years.

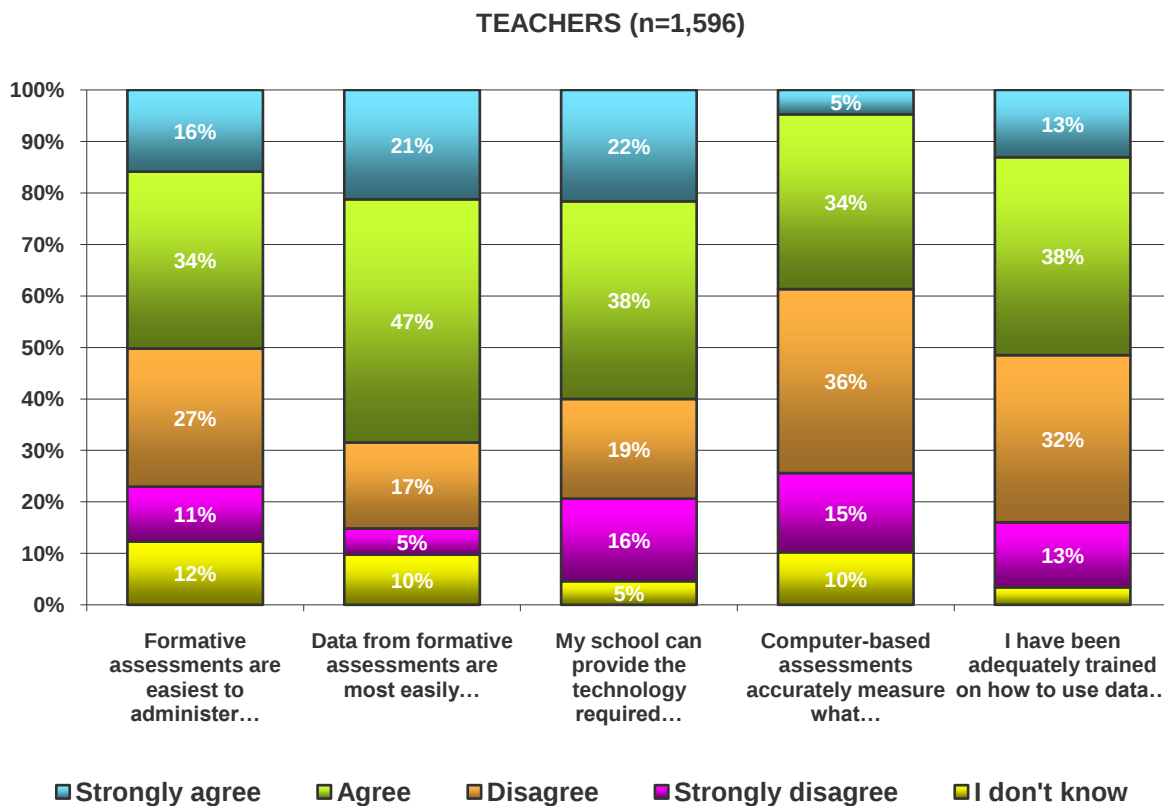
Figure 23. Have you administered online tests to your students in the past three years?



CDE is interested in exploring ways to administer online assessments and report results through an online portal. Please indicate your agreement with the following statements concerning online administration of assessments.

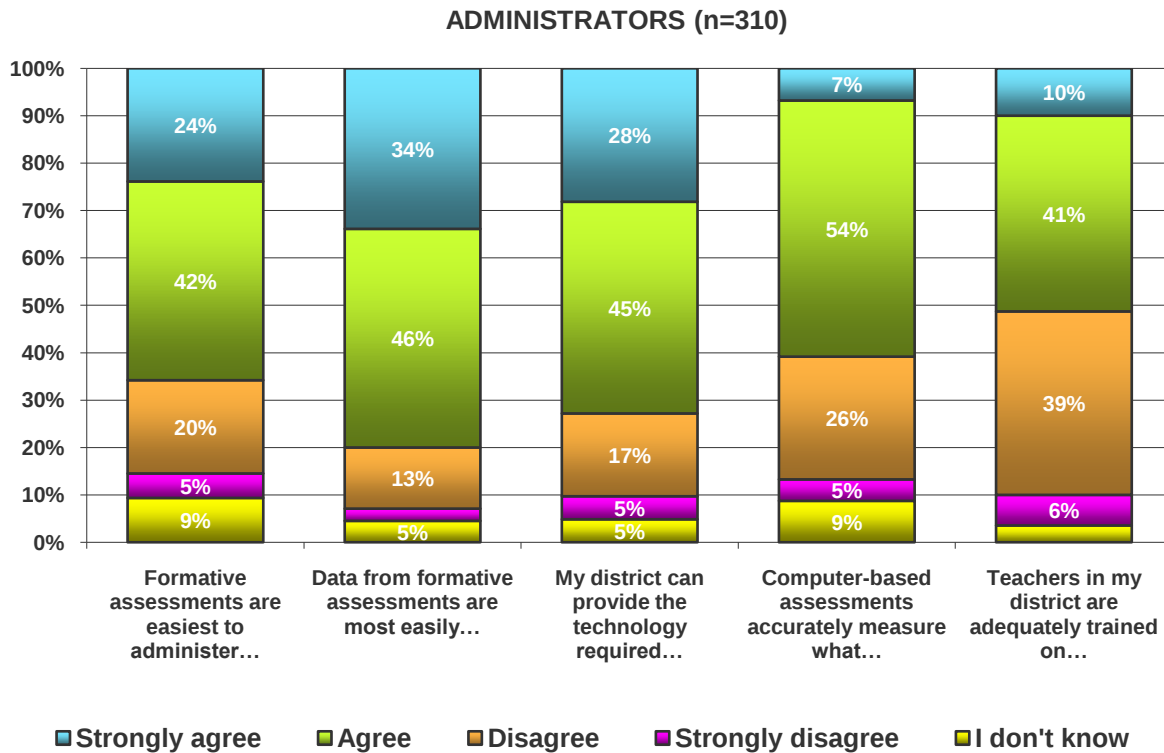
Teachers. As shown in Figure 24, over 50% of teachers agreed/strongly agreed that formative assessment data are most easily used online (68% agree/strongly agree combined), that their schools can provide required technology to support computer-based assessments (60% combined), and that they have been adequately trained to use computer-based assessment data (51% combined). Just 50% reported that formative assessments are easiest to administer online. Only 39% (combined) agreed or strongly agreed that computer-based assessments can measure student knowledge and skill, whereas 51% (disagree/strongly disagree combined) disagreed with this statement.

Figure 24. Please indicate your agreement with the following statements concerning online administration of assessments. (Teachers)



District administrators. The majority of district administrators agreed or strongly agreed with all statements regarding the use of an online portal to administer assessments and report results, with agree/strongly agree percentages ranging from 51% combined (teachers are adequately trained in using data from a computer-based assessment) to 80% combined (data from formative assessments are most easily used online), as shown in Figure 25.

Figure 25. Please indicate your agreement with the following statements concerning online administration of assessments. (District administrators)



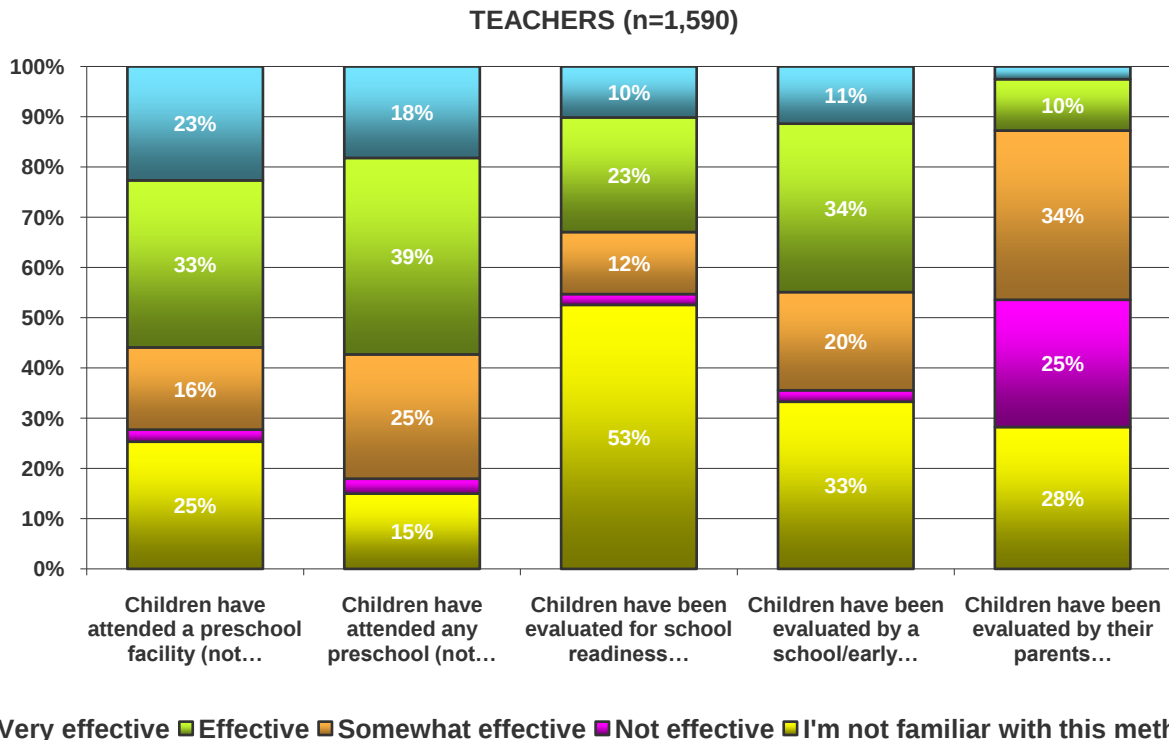
CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

Teachers. Just over 50% of teachers indicated that having attended any preschool facility (57% effective/very effective combined) and having attended a CPP⁶-funded preschool facility (56% combined) are either effective or very effective indicators of school readiness, as illustrated in Figure 26. However, 54% (effective/somewhat effective combined) indicated that children having been evaluated by a professional using an assessment system other than Results Matter⁷ is either effective or somewhat effective, while 44% (combined) reported that children having been evaluated by their parents is either effective or only somewhat effective. Fifty-three percent of teachers reported not being familiar with the Results Matter assessment system. Four percent of teachers who responded to this question provided additional feedback, with themes including a focus on parental responsibility in preparing children for school and the value of full-day kindergarten. A full list of verbatim responses is included in Appendix B.

⁶ Colorado Preschool Program (CPP), which supports Colorado children who are most vulnerable to entering grade school unprepared (<http://www.cde.state.co.us/cpp/>).

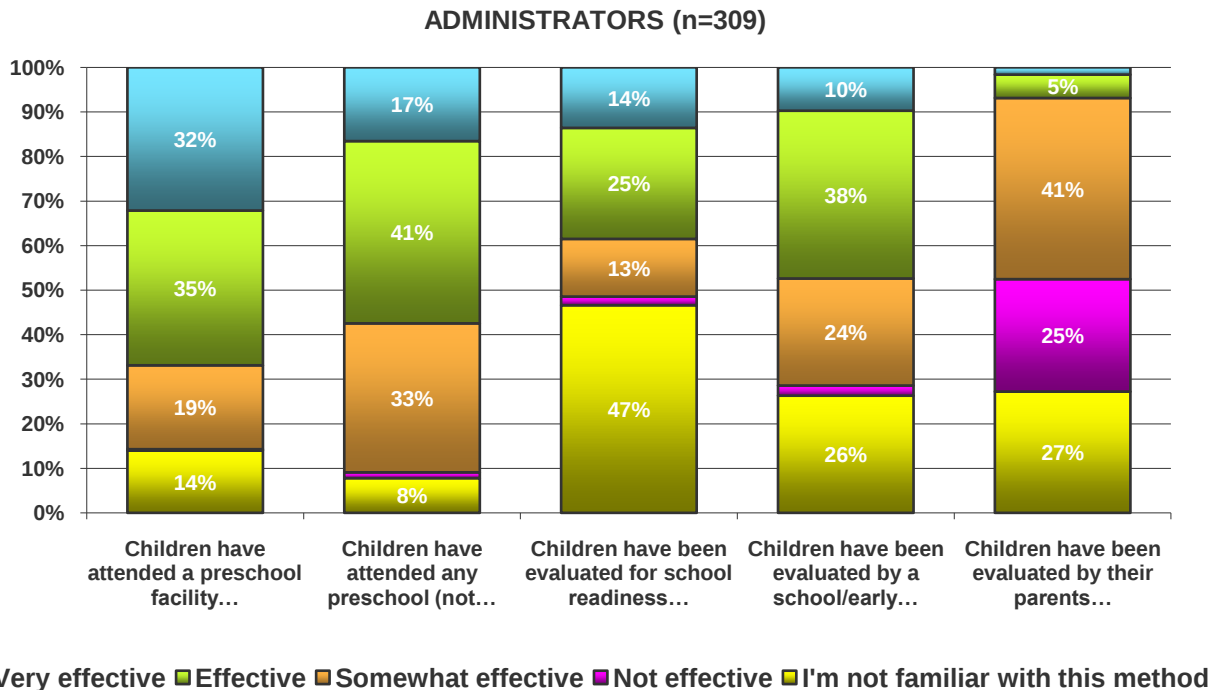
⁷ Results Matter statewide early childhood outcomes system, which promotes authentic assessment of learning and developmental progress for children, the collection of family outcomes data, and the use of these data to inform decision making (<http://www.cde.state.co.us/resultsmatter/index.htm>).

**Figure 26. How effective do you believe the following items are in indicating school readiness?
(Teachers)**



District administrators. Over 50% of district administrators indicated that children having attended a CPP-funded preschool facility (67% effective/very effective combined) and children having attended any preschool (58% combined) are either effective or very effective indicators of school readiness, as illustrated in Figure 27. However, 62% (effective/somewhat effective combined) of district administrators reported that children having been evaluated by an assessment system other than Results Matter is either effective or somewhat effective; 47% reported not being familiar with the Results Matter assessment system. Sixty-six percent (somewhat effective/not effective combined) reported that children having been evaluated by their parents is somewhat effective to not effective. Three percent of district administrators who responded to this question provided additional feedback, with *Ages and Stages* and *Creative Curriculum* listed as implemented preschool programs. A full list of verbatim responses is included in Appendix B.

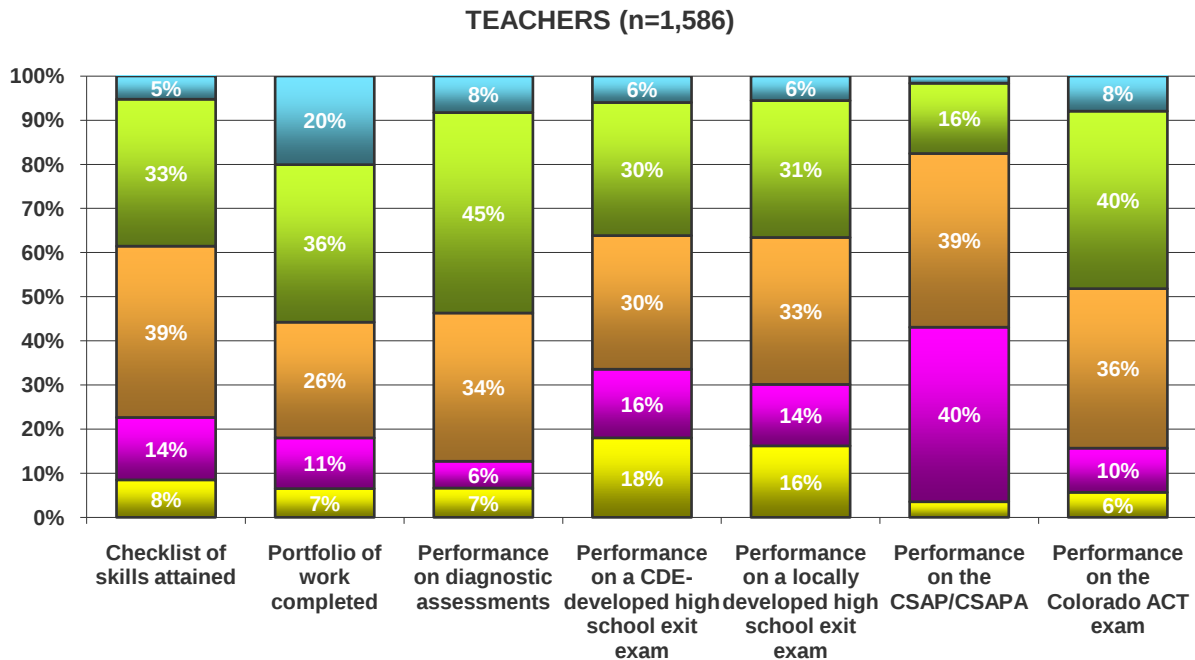
**Figure 27. How effective do you believe the following items are in indicating school readiness?
(District administrators)**



CDE is also interested in evaluating how prepared students are for postsecondary activities (e.g., college, the workplace). How effective do you believe the following indicators are in indicating postsecondary readiness?

Teachers. A minority of teachers reported portfolios to be very effective (20% of teachers); all other indicators were rated as very effective by fewer than 10% of teachers. However, as illustrated in Figure 28, between 61% and 79% of teachers reported the following indicators to be either effective or somewhat effective: performance on diagnostic assessments (79% effective/somewhat effective combined), performance on ACT exam (76% combined), checklist of skills (72% combined), performance on a locally developed high school exit exam (64% combined), portfolio of work completed (62% combined), and performance on a CDE-developed high school exit exam (60% combined). Seventy-nine percent (combined) of teachers reported performance on the CSAP/CSAPA to be either somewhat effective or not effective. Six percent of teachers who responded to this question suggested additional options, with recommendations including using multiple assessment formats to evaluate postsecondary readiness, using SAT/ACT/AP exams, looking at time management/organization skills and extracurricular activities, evaluating portfolios, and relying on grades. A full list of verbatim responses is included in Appendix B.

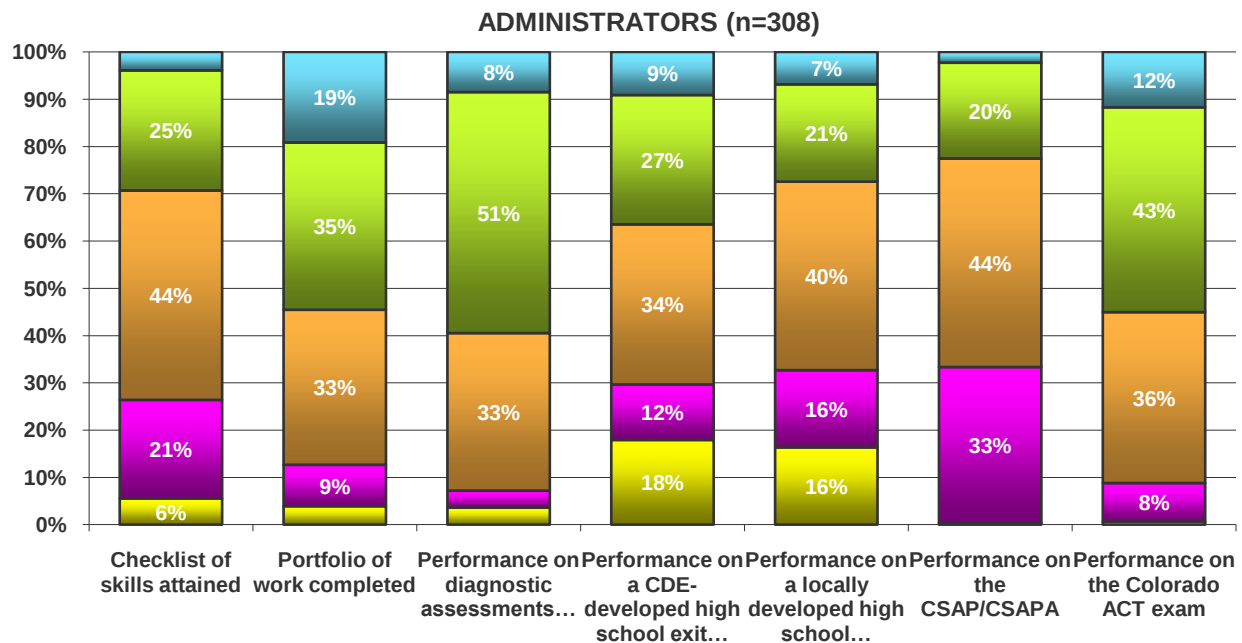
Figure 28. How effective do you believe the following indicators are in indicating postsecondary readiness? (Teachers)



■ Very effective ■ Effective ■ Somewhat effective ■ Not effective ■ I'm not familiar with this method

District administrators. District administrator responses followed a similar pattern. While 19% of district administrators reported portfolios of work completed to be very effective indicators, 12% reported performance on the Colorado ACT exam to be very effective, and fewer than 10% of district administrators reported any other indicators to be very effective. However, as illustrated in Figure 29, between 61% and 84% of district administrators reported the following indicators to be either effective or somewhat effective: performance on diagnostic assessments (84% effective/somewhat effective combined), performance on ACT exam (79% combined), checklist of skills (69% combined), portfolio of work completed (68% combined), performance on a locally developed high school exit exam (61% combined), and performance on a CDE-developed high school exit exam (61% combined). Seventy-seven percent (combined) of district administrators reported performance on the CSAP/CSAPA to be either somewhat effective or not effective. Eight percent of district administrators who responded to this question suggested additional options, with recommendations including using multiple assessment formats to evaluate postsecondary readiness, using SAT/ACT/AP exams, and relying on performance-based measures. A full list of verbatim responses is included in Appendix B.

Figure 29. How effective do you believe the following indicators are in indicating postsecondary readiness? (District administrators)

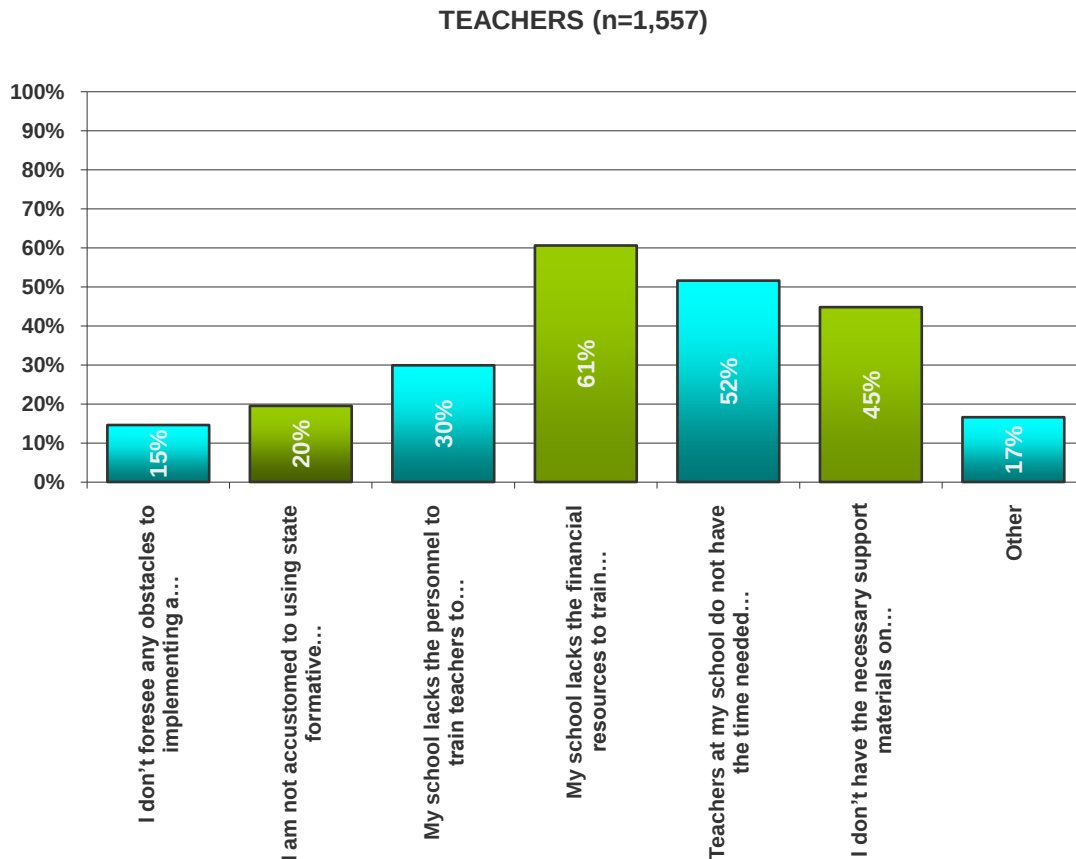


■ Very effective ■ Effective ■ Somewhat effective ■ Not effective ■ I'm not familiar with this method

Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (Mark all that apply.)

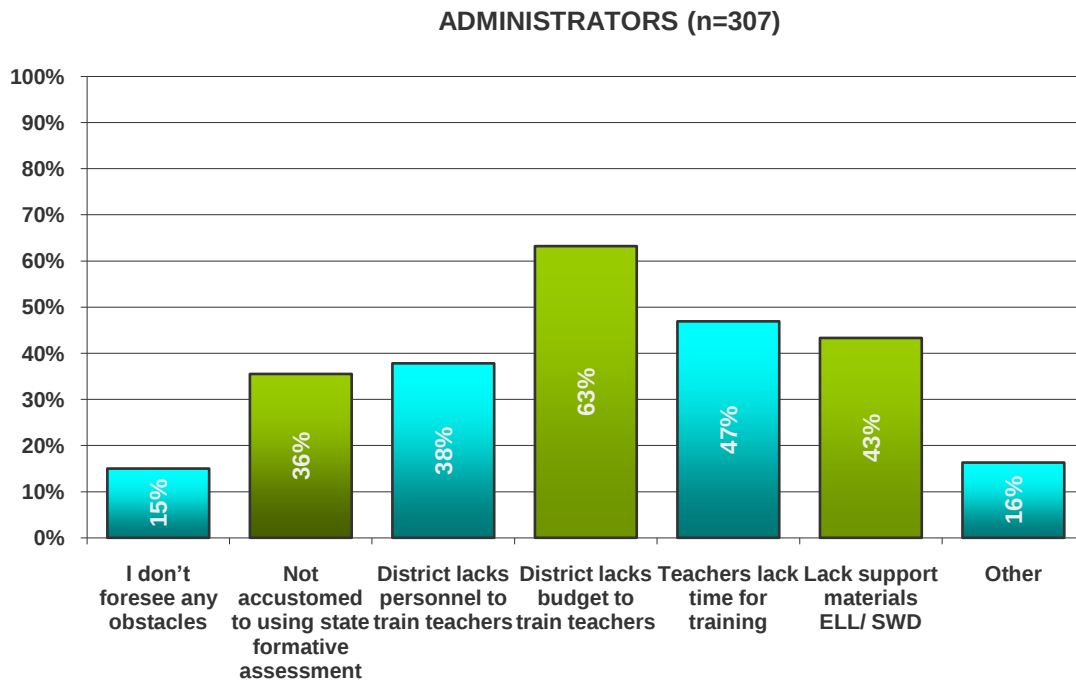
Teachers. As shown in Figure 30, the largest percentage of teachers (61%) indicated a lack of financial resources to train teachers as a potential obstacle to implementing a new, comprehensive assessment system, followed by 52% of teachers reporting a lack of time for training, and 45% of teachers reporting a lack of support on materials to support English language learners and/or students with disabilities. An additional 30% of teachers reported a lack of personnel to train teachers as a potential obstacle; all other responses received less than 20% of teacher responses each. Seventeen percent of teachers who responded to this question provided additional feedback; perceived obstacles included a lack of time, a lack of money, a lack of technology, a lack of buy-in from teachers and teacher unions, and a concern about the validity of a new assessment system. A full list of verbatim responses is included in Appendix B.

Figure 30. Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (Teachers)



District administrators. District administrator responses followed a similar pattern, as shown in Figure 31. As with teachers, the largest percentage of district administrators (63%) indicated a lack of financial resources to train teachers as a potential obstacle to implementing a new, comprehensive assessment system, followed by 47% of district administrators reporting a lack of time for teacher training, and 43% of district administrators reporting a lack of support on materials to support English language learners and/or students with disabilities. An additional 38% of district administrators reported a lack of personnel to train teachers as a potential obstacle, while 36% of district administrators reported that teachers in their districts are not accustomed to using state formative assessment items and tests. All other responses received less than 20% of district administrator responses each. Sixteen percent of district administrators who responded to this question provided additional feedback, with perceived obstacles including a level of unfamiliarity with what a new assessment system might look like, a lack of time, a lack of money, and a lack of technology. Also mentioned was the need for quick turnaround of testing results for an assessment system to be fully effective. A full list of verbatim responses is included in Appendix B.

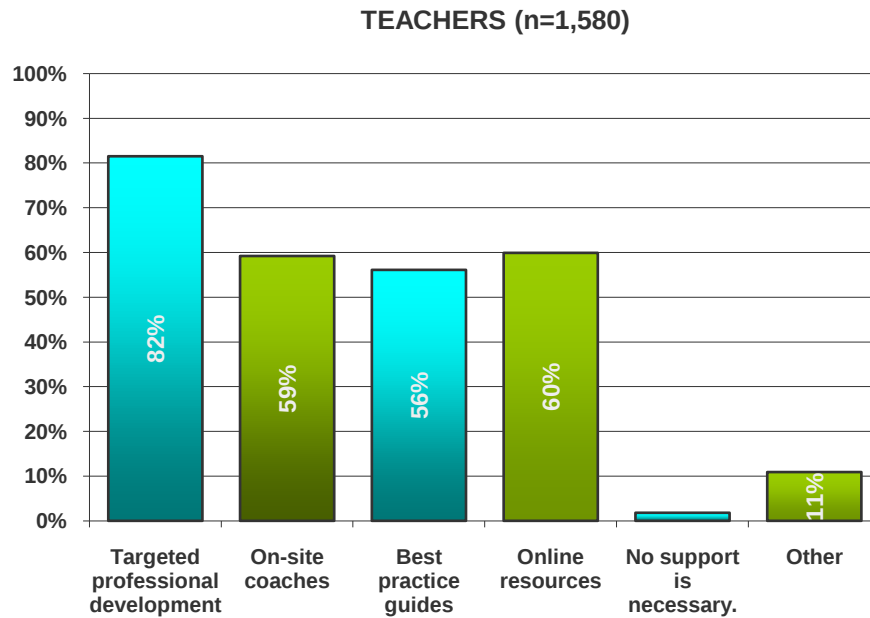
Figure 31. Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (District administrators)



Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system? (Mark all that apply.)

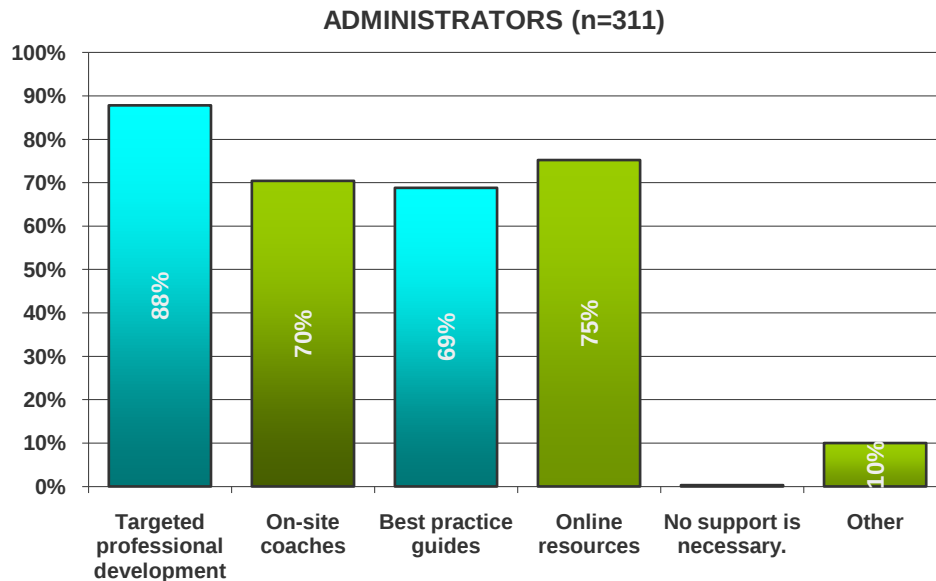
Teachers. As shown in Figure 32, the largest percentage of teachers (82%) indicated that targeted professional development would be useful in implementing a new assessment system, followed by online resources (60%), on-site coaches (59%), and best practice guides (56%). Eleven percent of teachers who responded to this question provided ideas for additional types of support, with suggestions including providing time for teachers to implement a new assessment system, funding the implementation of a new assessment system, updating technology, modeling and providing examples of assessment practices, releasing items, and obtaining teacher buy-in, in part through effective professional development. A full list of verbatim responses is included in Appendix B.

Figure 32. Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system? (Teachers)



District administrators. As shown in Figure 33, district administrator responses largely followed a similar pattern. The largest percentage of district administrators (88%) indicated that targeted professional development would be useful in implementing a new assessment system, followed by online resources (75%), on-site coaches (70%), and best practice guides (69%). Ten percent of district administrators who responded to this question provided ideas for additional types of support, with suggestions including providing time for teachers to train with (e.g., a summer training institute) and implement a new assessment system, funding the implementation of a new assessment system, providing updated technology, providing examples of assessment practices, and stressing accountability for parents and students. A full list of verbatim responses is included in Appendix B.

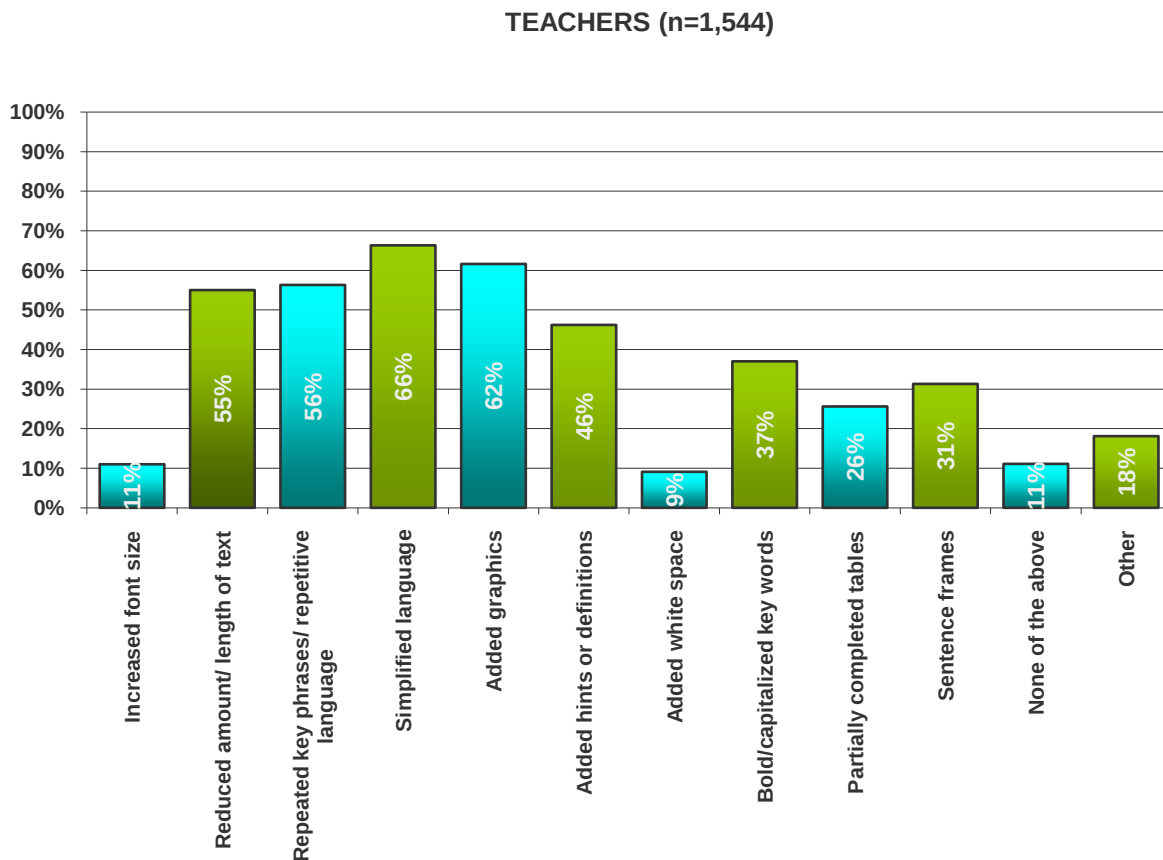
Figure 33. Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system? (District administrators)



Which of the following modifications do you/teachers in your district currently make to classroom assessments to help English language learners? (Mark all that apply.)

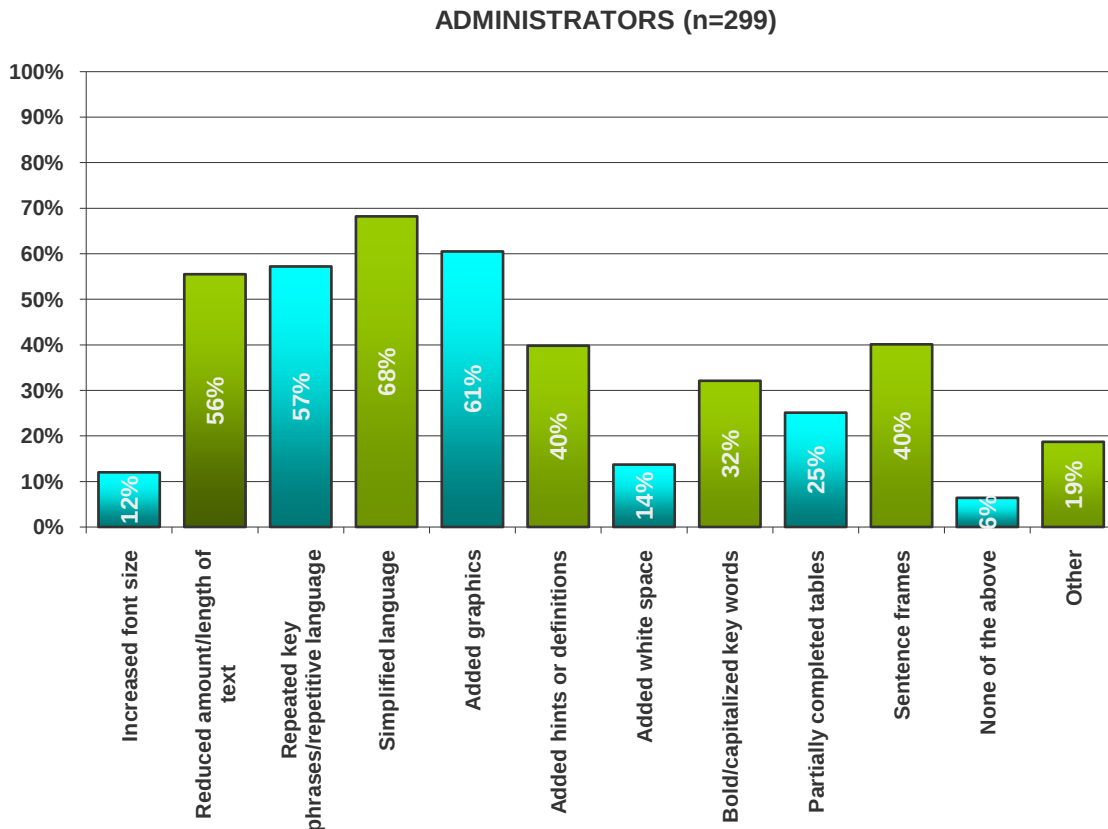
Teachers. As shown in Figure 34, a majority of teachers reported making the following assessment modifications to help English language learners: simplified language (66%), added graphics (62%), repeated key phrases/repetitive language (56%), and reduced amount/length of text (55%). Somewhat fewer teachers reported using the following modifications: added hints or definitions (46%), bold/capitalized key words (37%), sentence frames (31%), and partially completed tables (26%). Eighteen percent of teachers who responded to this question provided ideas for additional types of support, with suggestions including oral presentation of assessments, extended time, word walls/banks, translation of assessments into native languages, one-on-one work, and visual aids (e.g., graphic organizers). A full list of verbatim responses is included in Appendix B.

Figure 34. Which of the following modifications do you currently make to classroom assessments to help English language learners? (Teachers)



District administrators. As shown in Figure 35, district administrator responses followed a similar pattern. A majority of district administrators reported teachers in their districts making the following assessment modifications to help English language learners: simplified language (68%), added graphics (61%), repeated key phrases/repetitive language (57%), and reduced amount/length of text (56%), followed by added hints or definitions (40%), sentence frames (40%), bold/capitalized key words (32%), and partially completed tables (25%). Nineteen percent of district administrators who responded to this question provided ideas for additional types of support, with suggestions including oral presentation of assessments, extended time, translation of assessments into native languages, one-on-one work, and the use of universal design. A full list of verbatim responses is included in Appendix B.

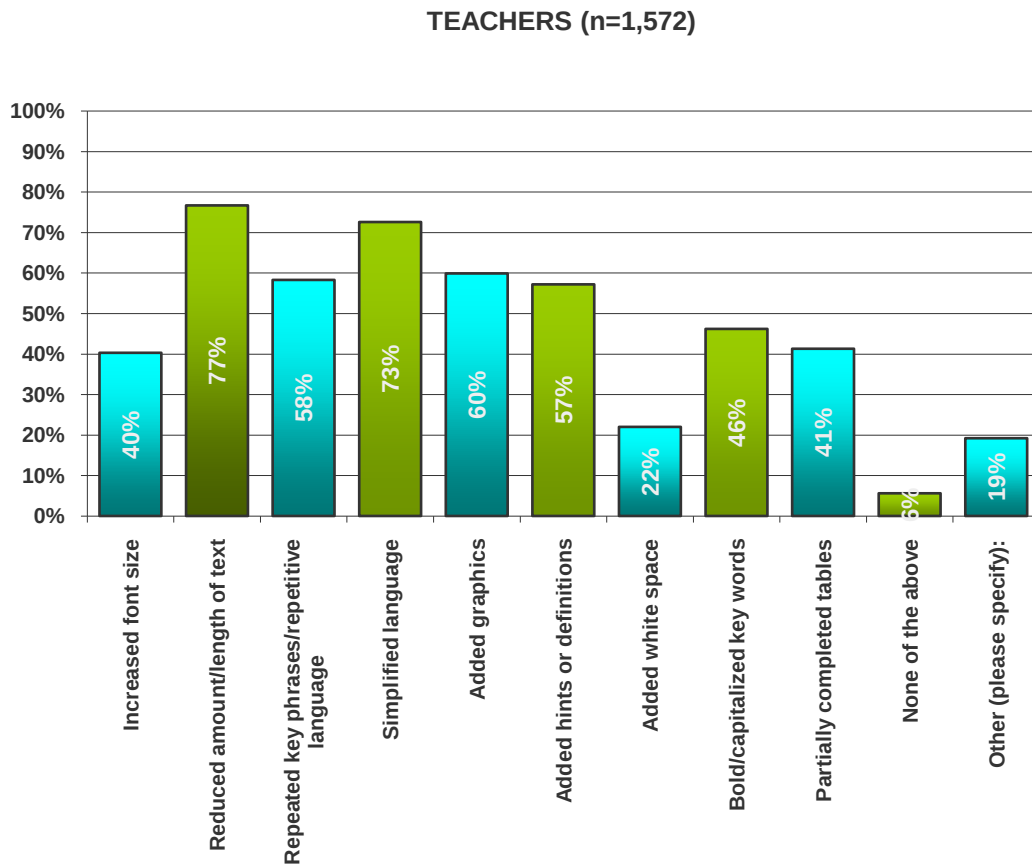
Figure 35. Which of the following modifications do teachers in your district currently make to classroom assessments to help English language learners? (District administrators)



Which of the following modifications do you/teachers in your district currently make to classroom assessments to help students with disabilities? (Mark all that apply.)

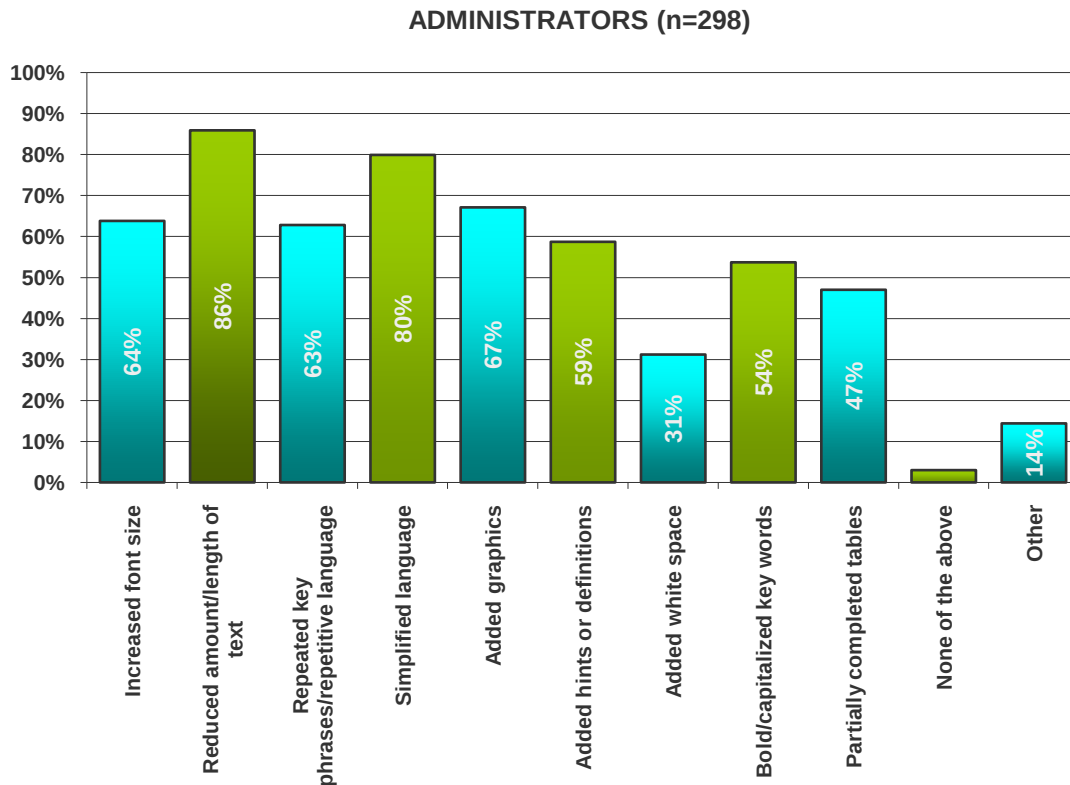
Teachers. As shown in Figure 36, a majority of teachers reported making the following assessment modifications to help students with disabilities: reduced amount/length of text (77%), simplified language (73%), added graphics (60%), repeated key phrases/repetitive language (58%), and added hints or definitions (57%), followed by bold/capitalized key words (46%), partially completed tables (41%), and increased font size (40%). Nineteen percent of teachers who responded to this question provided ideas for additional types of support, with suggestions including oral presentation (of questions and answers), extended time, one-on-one work, use of manipulatives/notes/visual aids (e.g., graphic organizers), use of adaptive technology, and clarifying directions. A full list of verbatim responses is included in Appendix B.

Figure 36. Which of the following modifications do you currently make to classroom assessments to help students with disabilities? (Teachers)



District administrators. As shown in Figure 37, a majority of district administrators reported teachers in their districts making the following assessment modifications to help students with disabilities: reduced amount/length of text (86%), simplified language (80%), added graphics (67%), increased font size (64%), repeated key phrases/repetitive language (63%), added hints or definitions (59%), and bold/capitalized key words (54%), followed by partially completed tables (47%). Fourteen percent of district administrators who responded to this question provided ideas for additional types of support, with suggestions including oral presentation (of questions and answers), extended time, use of manipulatives/notes/simplified tests, and use of adaptive technology. A full list of verbatim responses is included in Appendix B.

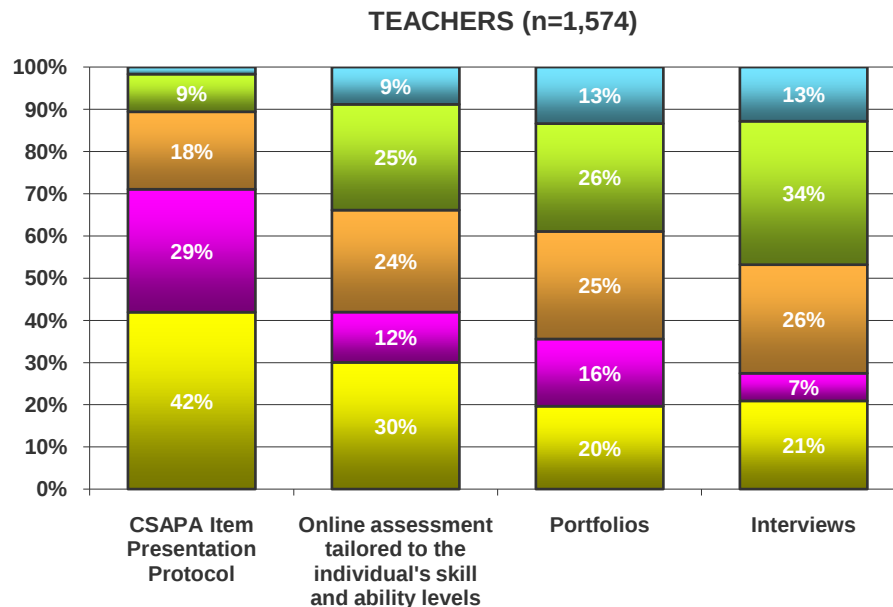
Figure 37. Which of the following modifications do teachers in your district currently make to classroom assessments to help students with disabilities? (District administrators)



[Based on your experience working with special student populations,] how effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?

Teachers. A majority of teachers reported that interviews (60% effective/somewhat effective combined) and portfolios (51% combined) are either effective or somewhat effective methods in assisting special needs students with taking standardized assessments, as shown in Figure 38. A number of teachers indicated they are not familiar with the CSAPA Item Presentation Protocol (42%) or online assessment tailored to the individual's skill and ability level (30%). Four percent of teachers who responded to this question recommended alternate methods for assisting special needs students, such as oral presentation of assessments, translation of assessment items, and extended time. Another theme that emerged in the teacher responses was a perceived, and extensive, gap between CSAP and CSAPA. A full list of verbatim responses is included in Appendix B.

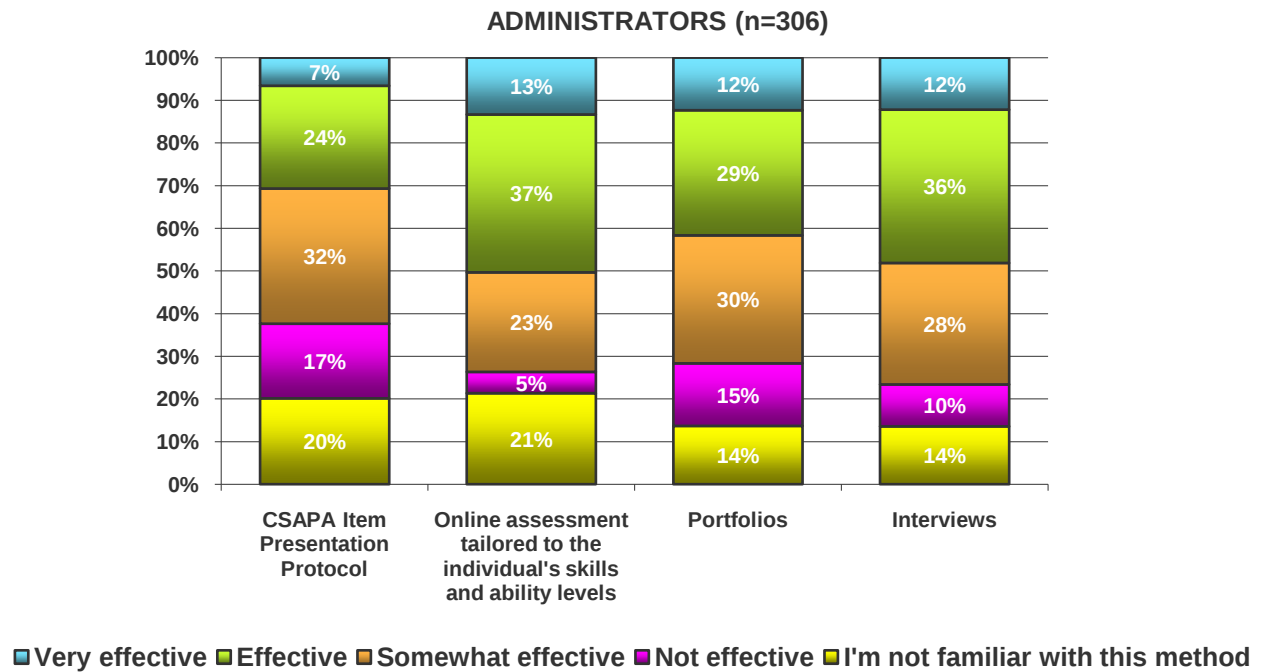
Figure 38. Based on your experience working with special student populations, how effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments? (Teachers)



■ Very effective ■ Effective ■ Somewhat effective ■ Not effective ■ I'm not familiar with this method

District administrators. The majority of district administrators indicated that all four methods are either effective or somewhat effective, with percentages ranging from 56% combined (CSAPA Item Presentation Protocol) to 64% combined (interviews), as shown in Figure 39. Four percent of district administrators who responded to this question provided additional comments; a theme that emerged was an acknowledgment of the need to address variable needs of students. A full list of verbatim responses is included in Appendix B.

Figure 39. How effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments? (District administrators)



Conclusions and Recommendations

Colorado teachers and district administrators who responded to these online surveys provided timely information about the use of existing assessment systems, attitudes regarding the development of new assessment options, opinions relating to school and postsecondary readiness indicators, and the use of modifications when assessing special needs populations. Overall, a total of 1,947 educators fully or partially completed surveys: 1,630 teachers and 317 district administrators. Many chose to provide additional comments and recommendations in addition to responding to closed-ended questions⁸.

A substantial number of survey respondents reported that they believe both formative and summative assessments play an important role in student instruction and that teachers are expected to systematically use both formative and summative assessments. Teachers and district administrators also agreed that both forms of assessment are important in benchmarking student progress. CDE should be able to build upon this general openness toward formative and summative assessments when implementing a new, comprehensive system. Both groups were less likely, however, to report that their schools/districts have cohesive visions for implementing either formative or summative assessments, that teachers have been adequately trained in the use of formative or summative assessments, or that they understand how assessment practices will be affected by the implementation of the revised Colorado Academic Standards. Perhaps not surprisingly, both groups indicated that a lack of resources—including funding, time, and technology—as well as a lack of accountability on the part of parents and students are potential obstacles to implementing a new assessment system. A number of respondents also voiced dissatisfaction with the current amount of testing required. In addition, a theme that emerged among teacher comments suggested that reluctance on the part of teachers and teacher unions might impede implementation, perhaps in part due to a degree of skepticism regarding the value or validity of a new, comprehensive assessment system.

When asked what tools and/or supports they would need to implement a new, comprehensive assessment system, respondents responded positively to all of the provided options, with an additional 11% providing additional recommendations that included time, funding (including increased teacher pay), modeling and examples, more teachers and staff, exemplars and rubrics, and updated technology. Educator perceptions about the existing assessment system may influence teachers' and administrators' willingness to adopt a new system; CDE may want to address these concerns as part of its implementation plan.

⁸ At the request of the Colorado Department of Education, responses for (P)K-1 teachers were both included in the previous analyses and reported separately; a summary of (P)K-1 responses is provided in Appendix D.

District administrators were nearly as likely as teachers to indicate that teachers are currently responsible for developing formative assessments, that teachers are the most qualified to determine when to administer formative assessments during the school year, and that districts have the expertise required to create and administer formative assessments. District administrators, however, were more likely than teachers to agree that CDE-created formative assessment items and tests could be useful in classroom practice. Teachers reported greater concern than district administrators regarding the amount of time testing takes and the potential use of formative and summative assessments to evaluate professional performance.

There was a sense among respondents that while CDE should train teachers and support them in developing formative assessments, even providing tools or options from which teachers could choose, CDE should not play a directive role in creating formative assessments for the classroom. These perceptions may affect the willingness of teachers and district administrators to adopt CDE-developed formative assessment tools, unless CDE is able to enlist school and district involvement in the assessment development process.

While teachers and district administrators responded favorably regarding the use of performance tasks, constructed response items, and short constructed response items for assessing student knowledge/skill and informing instruction, neither group reported feeling as positively about portfolios and multiple choice test items. A number of respondents also indicated that a combination of methods can be the most effective in meeting the diverse needs of students. In addition, respondents recommended the use of oral presentations/interviews, rubrics, and observation as useful testing methods, methods that CDE may want to consider when developing new assessments.

A majority of teachers and district administrators reported that online tests had been administered by them/in their districts within the past three years, although district administrators tended to respond more favorably than teachers about the ease of administering and using data from online formative assessments and the availability of the requisite technology to support online testing. District administrators were also more likely than teachers to agree that computer-based assessments can accurately measure student knowledge and skills. With adequate technology and professional development support, it is possible that teachers and district administrators could embrace online assessment options if provided by CDE.

When considering indicators of school readiness, teachers and district administrators tended to favor preschool attendance, voicing reservations regarding parent evaluation. While district administrators favored CPP-funded preschools over other preschools options, teachers did not. Both groups responded somewhat less favorably to all indicators of postsecondary readiness, although they preferred performance on diagnostic assessments and on the Colorado ACT exam over performance on high school exit exams or on the CSAP/CSAPA. Through open-ended

comments, educators recommended using multiple indicators, using checklists/portfolios, observing time management/organization skills and extracurricular activities, and relying on SAT/AP exams to determine postsecondary readiness.

Finally, respondents provided information about the use of modifications to help English language learners and students with disabilities take assessments. Both groups reported use of simplified language, added graphics, repeated key phrases/repetitive language, reduced amount/length of text, and added hints or definitions for both groups of special needs students. Respondents also reported providing additional time, working one-on-one with special needs students, using manipulatives/pictures/notes/graphic organizers, and using oral presentations as additional modifications. Preferred assessment methods for working with special needs students included interviews and portfolios, although a substantial number of teachers were not familiar with the CSAPA Item Presentation Protocol or individualized online assessments. CDE may want to consider such options when developing new assessments and corresponding teacher materials.

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Appendix A

Colorado Assessment Capacity Survey-Teacher

Dear Colorado Teacher,

Thank you for taking the time to complete this survey. In preparation for rolling out a new assessment system of balanced and instructionally relevant assessments—a “Next Generation” assessment system—CDE would like to determine what support you might need to most effectively use assessment data to help you improve student learning.

CDE has, therefore, contracted with WestEd to conduct this survey to gather your input. Your responses will be very useful in helping CDE support you, your students, your school(s), and your district as the department develops the Next Generation assessment system for Colorado.

In order to provide the greatest level of security, your responses will be completely anonymous. We will not ask for your name, the name of your school, or the name of your district. We will not be able to determine what computer is used to complete this survey or where in the state the computer is located. All responses will be reported in the aggregate.

It should take between 15–20 minutes to complete this survey. If you have any questions or concerns, please contact Jennae Bulat at jbulat@wested.org.

Colorado Assessment Capacity Survey-Teacher

1. The Colorado Department of Education (CDE) is interested in understanding how summative assessment data are currently integrated into classroom instruction. As defined by CDE, *summative* refers to an assessment that is valid, reliable, and standardized, given at a particular point in time to measure a student's proficiency in relation to a specific set of academic standards. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
My school has implemented a cohesive vision for using summative data to inform classroom instruction.	☐	☐	☐	☐	☐
I am expected to systematically use summative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
It is important to have information on how my students are doing on common summative test items throughout the year in order to benchmark their progress.	☐	☐	☐	☐	☐
I believe summative assessments play an important role in student instruction.	☐	☐	☐	☐	☐
I systematically use summative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
I have been effectively trained in how to use summative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
I am comfortable using the summative assessment system currently in place at my school.	☐	☐	☐	☐	☐
I understand how my practices related to summative assessments will be affected by implementing the revised Colorado Academic Standards.	☐	☐	☐	☐	☐
I am concerned about how much time summative assessments consume in my classroom.	☐	☐	☐	☐	☐
I am concerned that student results on state summative assessments may be used to evaluate my effectiveness as a teacher.	☐	☐	☐	☐	☐
I am confident that the support systems I need to make use of summative assessments are in place.	☐	☐	☐	☐	☐

Colorado Assessment Capacity Survey-Teacher

2. CDE is also interested in understanding how formative assessment data are currently integrated into classroom instruction. As defined by CDE, *formative* refers to assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
My school has implemented a cohesive vision for using formative data to inform classroom instruction.	☐	☐	☐	☐	☐
I am expected to systematically use formative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
I believe that CDE-created formative assessment items and tests could be useful in my classroom practice.	☐	☐	☐	☐	☐
I believe I am the most qualified person to determine when to administer formative assessments during the school year.	☐	☐	☐	☐	☐
My district has the expertise required to create and administer its own formative assessments.	☐	☐	☐	☐	☐
It is important to have information on how my students are doing on common formative test items throughout the year in order to benchmark their progress.	☐	☐	☐	☐	☐
I believe formative assessments play an important role in student instruction.	☐	☐	☐	☐	☐
I systematically use formative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
All teachers at my school regularly implement formative assessments in the classroom.	☐	☐	☐	☐	☐
I have been effectively trained in how to use formative student assessment data to inform my classroom instruction.	☐	☐	☐	☐	☐
I am comfortable using the formative assessment system currently in place at my school.	☐	☐	☐	☐	☐
I understand how my practices related to formative assessments will be affected by implementing the revised Colorado Academic Standards.	☐	☐	☐	☐	☐
I am concerned about how much time formative assessments consume in my classroom.	☐	☐	☐	☐	☐
I am concerned that student results on formative assessments may be used to evaluate my effectiveness as a teacher.	☐	☐	☐	☐	☐
I am confident that the support systems I need to make use of formative assessments are in place.	☐	☐	☐	☐	☐

Colorado Assessment Capacity Survey-Teacher

3. Who is currently responsible for developing formative assessments that are used in classrooms at your school?

- ☐ Individual teachers
- ☐ Grade-level teacher committees
- ☐ Content area specialists
- ☐ District staff
- ☐ We don't use formative assessments at my school.

4. For which of the following purposes, if any, do you regularly use data from formative assessments? (Mark all that apply.)

- ☐ Make real-time changes in instruction
- ☐ Measure what students know and can do after an instructional unit
- ☐ Diagnose student strengths and limitations
- ☐ Measure student growth toward mastery of content standards
- ☐ Correct student misconceptions within or immediately following an instructional unit
- ☐ Evaluate my teaching practice and curriculum
- ☐ Other (please specify):

5. What role do you feel your *district* should play in creating formative assessments for the classroom?

- ☐ It should not be involved in creating formative assessments.
- ☐ It should guide teachers' creation of formative assessments.
- ☐ It should create a number of formative assessment tools or options from which teachers can choose.
- ☐ It should create a single formative assessment tool or option for teachers to use.
- ☐ Other (please specify):

Colorado Assessment Capacity Survey-Teacher

6. What role do you feel *CDE* should play in creating formative assessments for the classroom?

- ☐ It should not be involved in creating formative assessments.
- ☐ It should guide teachers' creation of formative assessments.
- ☐ It should create a number of formative assessment tools or options from which teachers can choose.
- ☐ It should create a single formative assessment tool or option for teachers to use.
- ☐ Other (please specify):

7. In your experience, how effective are the following types of test items in *assessing what your students know and are able to do*?

	Very effective	Effective	Somewhat effective	Not effective	Don't know/Does not apply
Multiple choice	☐	☐	☐	☐	☐
Short constructed response	☐	☐	☐	☐	☐
Constructed response	☐	☐	☐	☐	☐
Extended constructed response	☐	☐	☐	☐	☐
Performance tasks	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐

Other (please specify):

8. How effective are the following types of test items in *helping you plan and improve your instruction*?

	Very effective	Effective	Somewhat effective	Not effective	Don't know/does not apply
Multiple choice	☐	☐	☐	☐	☐
Short constructed response	☐	☐	☐	☐	☐
Constructed response	☐	☐	☐	☐	☐
Extended constructed response	☐	☐	☐	☐	☐
Performance tasks	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-Teacher

9. Have you administered online tests to your students in the past three years?

☐ Yes

☐ No

10. CDE is interested in exploring ways to administer online assessments and report results through an online portal. Please indicate your agreement with the following statements concerning *online administration of assessments*.

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Formative assessments are easiest to administer when they are computer-based.	☐	☐	☐	☐	☐
Data from formative assessments are most easily used when reported in an online format.	☐	☐	☐	☐	☐
My school can provide the technology required (e.g., computers, internet connection) to support computer-based assessments.	☐	☐	☐	☐	☐
Computer-based assessments accurately measure what my students know and can do.	☐	☐	☐	☐	☐
I have been adequately trained on how to use data from a computer-based assessment.	☐	☐	☐	☐	☐

11. CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
Children have attended a preschool facility (not including a daycare-only facility) funded by the Colorado Preschool Program (CPP).	☐	☐	☐	☐	☐
Children have attended any preschool (not including daycare).	☐	☐	☐	☐	☐
Children have been evaluated for school readiness by a school/early childhood professional using Colorado's "Results Matter" authentic assessment system.	☐	☐	☐	☐	☐
Children have been evaluated by a school/early childhood professional using another assessment system.	☐	☐	☐	☐	☐
Children have been evaluated by their parents using parent-selected evaluation methods.	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-Teacher

12. CDE is also interested in evaluating how prepared students are for postsecondary activities (e.g., college, the workplace). How effective do you believe the following indicators are in indicating postsecondary readiness?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
Checklist of skills attained	☐	☐	☐	☐	☐
Portfolio of work completed	☐	☐	☐	☐	☐
Performance on diagnostic assessments	☐	☐	☐	☐	☐
Performance on a CDE-developed high school exit exam	☐	☐	☐	☐	☐
Performance on a locally developed high school exit exam	☐	☐	☐	☐	☐
Performance on the CSAP/CSAPA	☐	☐	☐	☐	☐
Performance on the Colorado ACT exam	☐	☐	☐	☐	☐

Other (please specify):

13. Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (Mark all that apply.)

- ☐ I don't foresee any obstacles to implementing a comprehensive assessment system.
- ☐ I am not accustomed to using state formative assessment items and tests.
- ☐ My school lacks the personnel to train teachers to implement a new assessment system.
- ☐ My school lacks the financial resources to train teachers to implement a new assessment system.
- ☐ Teachers at my school do not have the time needed for training to implement a new assessment system.
- ☐ I don't have the necessary support materials on how to implement new assessments for special needs students, such as English language learners and/or students with disabilities.

☐ Other (please specify):

Colorado Assessment Capacity Survey-Teacher

14. Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system? (Mark all that apply.)

☐ Targeted professional development

☐ On-site coaches

☐ Best practice guides

☐ Online resources

☐ No support is necessary.

☐ Other (please specify):

15. Which of the following modifications do you currently make to classroom assessments to help English language learners? (Mark all that apply.)

☐ Increased font size

☐ Reduced amount/length of text

☐ Repeated key phrases/repetitive language

☐ Simplified language

☐ Added graphics

☐ Added hints or definitions

☐ Added white space

☐ Bold/capitalized key words

☐ Partially completed tables

☐ Sentence frames

☐ None of the above

☐ Other (please specify):

Colorado Assessment Capacity Survey-Teacher

16. Which of the following modifications do you currently make to classroom assessments to help students with disabilities? (Mark all that apply.)

- ☐ Increased font size
- ☐ Reduced amount/length of text
- ☐ Repeated key phrases/repetitive language
- ☐ Simplified language
- ☐ Added graphics
- ☐ Added hints or definitions
- ☐ Added white space
- ☐ Bold/capitalized key words
- ☐ Partially completed tables
- ☐ None of the above
- ☐ Other (please specify):

17. Based on your experience working with special student populations, how effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
CSAPA Item Presentation Protocol	☐	☐	☐	☐	☐
Online assessment tailored to the individual's skill and ability levels	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐
Interviews	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-Teacher

Demographic Data

The following demographic questions are optional, but they will help us most effectively interpret results from this survey and thus allocate CDE resources in supporting schools and school districts.

1. Which one of the following best describes your community?

- ☐ Mountain
- ☐ Rural
- ☐ Suburban
- ☐ Urban

2. In which geographic region do you work?

- ☐ Denver Metro (e.g., Denver, Boulder, Castle Rock, Arvada)
- ☐ North Central (e.g., Greeley, Weld County, Ft. Collins, Longmont)
- ☐ Northeast (e.g., Bennett, Limon, Kit Carson, Idalia, Yuma)
- ☐ Northwest (e.g., Aspen, Steamboat Springs, Summit/Eagle/Garfield/Lake Counties)
- ☐ Pikes Peak (e.g., Colorado Springs, Pueblo)
- ☐ West Central (e.g., Grand Junction, Delta, Telluride, Ouray, Montrose)
- ☐ Southeast (e.g., Fowler, Huerfano, Lamar, Trinidad, Walsh)
- ☐ Southwest (e.g., Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)

3. What is the total student enrollment in your district?

- ☐ Fewer than 1,200
- ☐ 1,200 to 25,000
- ☐ More than 25,000

Colorado Assessment Capacity Survey-Teacher

4. What grade do you teach?

☐ (P)K-1

☐ 2-3

☐ 4-5

☐ 6-7

☐ 8-9

☐ 10-12

☐ Multiple grade spans (please indicate which):

5. How many years have you been involved in teaching, administration, or other roles in education?

☐ 0-3 years

☐ 4-6 years

☐ 7-9 years

☐ 10+ years

6. What is your racial/ethnic group?

☐ African-American

☐ Asian

☐ Caucasian

☐ Hispanic

☐ Native American/Alaskan

☐ Other (please specify):

Thank you for taking the time to complete this survey. Your input is valuable and appreciated.

Colorado Assessment Capacity Survey-District Administrator

Dear Colorado District Administrator,

Thank you for taking the time to complete this survey. In preparation for rolling out a new assessment system of balanced and instructionally relevant assessments—a “Next Generation” assessment system—CDE would like to determine what support you might need to most effectively use assessment data to help you improve student learning.

CDE has, therefore, contracted with WestEd to conduct this survey to gather your input. Your responses will be very useful in helping CDE support you, your students, your school(s), and your district as the department develops the Next Generation assessment system for Colorado.

In order to provide the greatest level of security, your responses will be completely anonymous. We will not ask for your name, the name of your school, or the name of your district. We will not be able to determine what computer is used to complete this survey or where in the state the computer is located. All responses will be reported in the aggregate.

It should take between 15–20 minutes to complete this survey. If you have any questions or concerns, please contact Jennae Bulat at jbulat@wested.org.

Colorado Assessment Capacity Survey-District Administrator

1. The Colorado Department of Education (CDE) is interested in understanding how summative assessment data are currently integrated into classroom instruction. As defined by CDE, *summative* refers to an assessment that is valid, reliable, and standardized, given at a particular point in time to measure a student's proficiency in relation to a specific set of academic standards. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
My district has implemented a cohesive vision for using summative data to inform classroom instruction.	☐	☐	☐	☐	☐
Teachers in my district are expected to systematically use summative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
It is important to have information on how students in my district are doing on common summative test items throughout the year in order to benchmark their progress.	☐	☐	☐	☐	☐
I believe summative assessments play an important role in student instruction.	☐	☐	☐	☐	☐
Teachers in my district systematically use summative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
Teachers in my district have been effectively trained in how to use summative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
I am comfortable using the summative assessment system currently in place in my district.	☐	☐	☐	☐	☐
I understand how practices related to summative assessments in my district will be affected by implementing the revised Colorado Academic Standards.	☐	☐	☐	☐	☐
I am concerned about how much time summative assessments consume in my district.	☐	☐	☐	☐	☐
I am concerned that student results on state summative assessments may be used to evaluate my effectiveness as a district administrator.	☐	☐	☐	☐	☐
I am confident that the support systems teachers in my district need to make use of summative assessments are in place.	☐	☐	☐	☐	☐

Colorado Assessment Capacity Survey-District Administrator

2. CDE is also interested in understanding how formative assessment data are currently integrated into classroom instruction. As defined by CDE, *formative* refers to assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
My district has implemented a cohesive vision for using formative data to inform classroom instruction.	☐	☐	☐	☐	☐
Teachers in my district are expected to systematically use formative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
I believe that CDE-created formative assessment items and tests could be useful in classroom practice.	☐	☐	☐	☐	☐
I believe teachers are most qualified to determine when to administer formative assessments during the school year.	☐	☐	☐	☐	☐
My district has the expertise required to create and administer its own formative assessments.	☐	☐	☐	☐	☐
It is important to have information on how students in my district are doing on common formative test items throughout the year in order to benchmark their progress.	☐	☐	☐	☐	☐
I believe formative assessments play an important role in student instruction.	☐	☐	☐	☐	☐
All teachers in my district regularly implement formative assessments in the classroom.	☐	☐	☐	☐	☐
Teachers in my district systematically use formative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
Teachers in my district have been effectively trained in how to use formative student assessment data to inform their classroom instruction.	☐	☐	☐	☐	☐
I am comfortable using the formative assessment system currently in place in my district.	☐	☐	☐	☐	☐
I understand how practices in my district related to formative assessments will be affected by implementing the revised Colorado Academic Standards.	☐	☐	☐	☐	☐
I am concerned about how much time formative assessments consume in my district.	☐	☐	☐	☐	☐
I am concerned that student results on formative assessments may be used to evaluate my effectiveness as a district administrator.	☐	☐	☐	☐	☐
I am confident that the support systems teachers in my district need to make use of formative assessments are in place.	☐	☐	☐	☐	☐

Colorado Assessment Capacity Survey-District Administrator

3. Who is currently responsible for developing formative assessments that are used in classrooms in your district?

- ☐ Individual teachers
- ☐ Grade-level teacher committees
- ☐ Content area specialists
- ☐ District staff
- ☐ We don't use formative assessments in my district.

4. For which of the following purposes, if any, are teachers in your district expected to regularly use data from formative assessments? (Mark all that apply.)

- ☐ Make real-time changes in instruction
- ☐ Measure what students know and can do after an instructional unit
- ☐ Diagnose student strengths and limitations
- ☐ Measure student growth toward mastery of content standards
- ☐ Correct student misconceptions within or immediately following an instructional unit
- ☐ Evaluate teaching practice and curriculum
- ☐ Other (please specify):

5. What role do you feel your *district* should play in creating formative assessments for the classroom?

- ☐ It should not be involved in creating formative assessments.
- ☐ It should guide teachers' creation of formative assessments.
- ☐ It should create a number of formative assessment tools or options from which teachers can choose.
- ☐ It should create a single formative assessment tool or option for teachers to use.
- ☐ Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

6. What role do you feel *CDE* should play in creating formative assessments for the classroom?

- ☐ It should not be involved in creating formative assessments.
- ☐ It should guide teachers' creation of formative assessments.
- ☐ It should create a number of formative assessment tools or options from which teachers can choose.
- ☐ It should create a single formative assessment tool or option for teachers to use.
- ☐ Other (please specify):

7. In your experience, how effective are the following types of test items in *assessing what students in your district know and are able to do*?

	Very effective	Effective	Somewhat effective	Not effective	Don't know/Does not apply
Multiple choice	☐	☐	☐	☐	☐
Short constructed response	☐	☐	☐	☐	☐
Constructed response	☐	☐	☐	☐	☐
Extended constructed response	☐	☐	☐	☐	☐
Performance tasks	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐

Other (please specify):

8. How effective are the following types of test items in helping teachers in your district *plan and improve their instruction*?

	Very effective	Effective	Somewhat effective	Not effective	Don't know/does not apply
Multiple choice	☐	☐	☐	☐	☐
Short constructed response	☐	☐	☐	☐	☐
Constructed response	☐	☐	☐	☐	☐
Extended constructed response	☐	☐	☐	☐	☐
Performance tasks	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

9. Have online tests been administered to students in your district in the past three years?

☐ Yes

☐ No

10. CDE is interested in exploring ways to administer online assessments and report results through an online portal. Please indicate your agreement with the following statements concerning *online administration of assessments*.

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Formative assessments are easiest to administer when they are computer-based.	☐	☐	☐	☐	☐
Data from formative assessments are most easily used when reported in an online format.	☐	☐	☐	☐	☐
My district can provide the technology required (e.g., computers, internet connection) to support computer-based assessments.	☐	☐	☐	☐	☐
Computer-based assessments accurately measure what students in my district know and can do.	☐	☐	☐	☐	☐
Teachers in my district are adequately trained on how to use data from a computer-based assessment.	☐	☐	☐	☐	☐

11. CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
Children have attended a preschool facility (not including a daycare-only facility) funded by the Colorado Preschool Program (CPP).	☐	☐	☐	☐	☐
Children have attended any preschool (not including daycare).	☐	☐	☐	☐	☐
Children have been evaluated for school readiness by a school/early childhood professional using Colorado's "Results Matter" authentic assessment system.	☐	☐	☐	☐	☐
Children have been evaluated by a school/early childhood professional using another assessment system.	☐	☐	☐	☐	☐
Children have been evaluated by their parents using parent-selected evaluation methods.	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

12. CDE is also interested in evaluating how prepared students are for postsecondary activities (e.g., college, the workplace). How effective do you believe the following indicators are in indicating postsecondary readiness?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
Checklist of skills attained	☐	☐	☐	☐	☐
Portfolio of work completed	☐	☐	☐	☐	☐
Performance on diagnostic assessments	☐	☐	☐	☐	☐
Performance on a CDE-developed high school exit exam	☐	☐	☐	☐	☐
Performance on a locally developed high school exit exam	☐	☐	☐	☐	☐
Performance on the CSAP/CSAPA	☐	☐	☐	☐	☐
Performance on the Colorado ACT exam	☐	☐	☐	☐	☐

Other (please specify):

13. Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (Mark all that apply.)

- ☐ I don't foresee any obstacles to implementing a comprehensive assessment system.
- ☐ Teachers in my district are not accustomed to using state formative assessment items and tests.
- ☐ My district lacks the personnel to train teachers to implement a new assessment system.
- ☐ My district lacks the financial resources to train teachers to implement a new assessment system.
- ☐ Teachers in my district do not have the time needed for training to implement a new assessment system.
- ☐ Teachers in my district do not have the necessary support materials on how to implement new assessments for special needs students, such as English language learners and/or students with disabilities.

☐ Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

14. Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system? (Mark all that apply.)

☐ Targeted professional development

☐ On-site coaches

☐ Best practice guides

☐ Online resources

☐ No support is necessary.

☐ Other (please specify):

15. Which of the following modifications do teachers in your district currently make to classroom assessments to help English language learners? (Mark all that apply.)

☐ Increased font size

☐ Reduced amount/length of text

☐ Repeated key phrases/repetitive language

☐ Simplified language

☐ Added graphics

☐ Added hints or definitions

☐ Added white space

☐ Bold/capitalized key words

☐ Partially completed tables

☐ Sentence frames

☐ None of the above

☐ Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

16. Which of the following modifications do teachers in your district currently make to classroom assessments to help students with disabilities? (Mark all that apply.)

- ☐ Increased font size
- ☐ Reduced amount/length of text
- ☐ Repeated key phrases/repetitive language
- ☐ Simplified language
- ☐ Added graphics
- ☐ Added hints or definitions
- ☐ Added white space
- ☐ Bold/capitalized key words
- ☐ Partially completed tables
- ☐ None of the above
- ☐ Other (please specify):

17. How effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?

	Very effective	Effective	Somewhat effective	Not effective	I'm not familiar with this method
CSAPA Item Presentation Protocol	☐	☐	☐	☐	☐
Online assessment tailored to the individual's skill and ability levels	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐
Interviews	☐	☐	☐	☐	☐

Other (please specify):

Colorado Assessment Capacity Survey-District Administrator

Demographic Data

The following demographic questions are optional, but they will help us most effectively interpret results from this survey and thus allocate CDE resources in supporting schools and school districts.

1. Which one of the following best describes your community?

- ☐ Mountain
- ☐ Rural
- ☐ Suburban
- ☐ Urban

2. In which geographic region do you work?

- ☐ Denver Metro (e.g., Denver, Boulder, Castle Rock, Arvada)
- ☐ North Central (e.g., Greeley, Weld County, Ft. Collins, Longmont)
- ☐ Northeast (e.g., Bennett, Limon, Kit Carson, Idalia, Yuma)
- ☐ Northwest (e.g., Aspen, Steamboat Springs, Summit/Eagle/Garfield/Lake Counties)
- ☐ Pikes Peak (e.g., Colorado Springs, Pueblo)
- ☐ West Central (e.g., Grand Junction, Delta, Telluride, Ouray, Montrose)
- ☐ Southeast (e.g., Fowler, Huerfano, Lamar, Trinidad, Walsh)
- ☐ Southwest (e.g., Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)

3. What is the total student enrollment in your district?

- ☐ Fewer than 1,200
- ☐ 1,200 to 25,000
- ☐ More than 25,000

4. How many years have you been involved in teaching, administration, or other roles in education?

- ☐ 0-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10+ years

5. What is your racial/ethnic group?

☐ African-American

☐ Asian

☐ Caucasian

☐ Hispanic

☐ Native American/Alaskan

☐ Other (please specify):

Thank you for taking the time to complete this survey. Your input is valuable and appreciated.

Appendix B

Teacher Comments

For which of the following purposes, if any, do you regularly use data from formative assessments?

1. Place students in RTI reading and writing.

2. To make data based instructional decisions for students and find interventions.

3. Better differentiate for all students.

4. Distinguish between effective lesson and less effective lessons.

5. Determine level of student comprehension.

6. Use information when writing IEP goals.

7. Devise curriculum.

8. Pre-assessments before teaching a unit so that I know what they know and what I need to teach.

9. Plan for future units.

10. Diagnostic tests have much better information.

11. Determine next steps and interventions needed.

12. Long-term assessment on a continuum of learning for communication to colleagues and parents.

13. Implement interventions.

14. Pre-assess what students already know in order to know what instruction might need to be modified.

15. To monitor student growth in regard to content areas, as well as critical thinking, creativity, innovation, and problem solving.

16. Help me focus on access skills for SLD students to better meet standards.

17. To differentiate instruction.

18. To ensure that my students are making progress towards a long-term goal.

19. Grades.

-
20. In planning what will get the most attention during instructional time.
-
21. Allows me to provide after school tutoring for students who are still struggling with concepts.
-
22. To determine which students already know the content and should be working on enrichment projects.
-
23. For group placement or exemptions/acceleration/remediation.
-
24. Decisions regarding IEP modifications and supports.
-
25. Help students learn about data and help them feel accountable and set goals.
-
26. Quick checks to see how many students in a classroom understand a concept.
-
27. Determine proper placement in advanced courses.
-
28. Lets the students know what they need to focus on.
-
29. Measure school's progress toward a goal.
-
30. Create effective student ability groups.
-
31. Assess effectiveness of interventions that are in place.
-
32. Evaluate resources.
-
33. Provide practice for CSAP. It is used to grade students but no time for remediation is given in my district—primarily used to blame teachers for results.
-
34. Daily pre-test to help formulate differentiated instruction.
-
35. Report student progress to parents or guardians.
-
36. Differentiate.
-
37. Differentiation.
-
38. Identifying transition goals for students on IEP's.
-
39. Effectively group children for small group instruction.
-
40. Required by district.
-
41. Job requirement.
-

-
42. My "formative assessments" are informal—developed by my colleagues and myself for direct instruction on the students IEP. Formal district assessments are useless.
-
43. Grades.
-
44. Communicate with students and parents about current level of achievement.
-
45. Check for understanding in the middle of a lesson or activity.
-
46. Student progress in the curriculum.
-
47. Including students in self-evaluation and design of criteria for formative assessments, and unit evaluation.
-
48. To ensure student mastery.
-
49. Plan for next units of instruction.
-
50. As an instructional coach, I work with teachers on all of these but I don't see them efficiently or effectively used throughout our district.
-
51. Chart dates of progress monitoring compared to events happening in student's lives.
-
52. Not a classroom teacher.
-
53. Progress towards IEP goals and objectives.
-
54. Determine proficiency on state standards.
-
55. For those schools that have them developed and in place.
-
56. For recommendations to RTI for Gifted identification or for intervention due to Special Education needs. Also to communicate to parents where their child is academically in relation to national norms, district norms, state expectations, and or classroom peers.
-
57. Gather intervention groups by need.
-
58. I do not use them because I do not have the training and the time—with all of the other paper work we have to do and the required parent calls and other record keeping if I took the time to analyze these test for all my students I would not have time to develop lessons or teach—we need full time secretaries, we have so much paper work already.
-
59. Determine appropriate pacing for individuals and class groups.
-
60. Measure student growth towards IEP goals and objectives.
-

-
61. Form learning groups
-
62. Use data to pursue RtI plans and put in place extra teaching strategies for struggling students.
-
63. Gather data for Response to Intervention.
-
64. Pre-test before unit to identify needs, then re-test at end of unit to identify learning.
-
65. Determine effectiveness of interventions.
-
66. Pre-testing and flexible grouping.
-
67. Determine student's next steps in reaching content standards and grade level benchmarks.
-
68. I use online Odyssey Compass Learning daily that our district purchased. It uses our MAP scores and re-teaches what the student did not get. Additionally it is very effective because it allows differentiation.
-
69. Let students know how they are doing within the content and make a plan to reach their goals.
-
70. Set goals with my students.
-
71. Empower students with knowledge of their progress and give them the responsibility for their growth.
-
72. Measure what students know BEFORE a unit of instruction so that I can differentiate instruction.
-
73. Make small group interventions.
-
74. Teachin- Learning Cycle.
-
75. Allow the students to measure and see their own progress, continued weaknesses, and developing strengths.
-
76. Provide feedback to students for greater insight into their own situation/progress.
-
77. For students to self evaluate their own learning.
-
78. Reading fluency and accuracy.
-
79. Determine what is already known and what part of the curriculum could be compacted.
-
80. Make adjustments to students' small group placement.
-
81. Differentiating instruction.
-

82. I can't use the data from assessments because I get it the following year.

83. To develop and monitor small group progress.

84. Use the information to keep parents informed about their child's progress.

85. Occasionally I will use formative assessment to guide curriculum choices to be sensitive to the life experiences and interests of the students.

86. Design, plan, and implement instruction.

87. Training students to self-assess and take ownership of individualized learning goals.

88. As a measure for strategic small groups.

89. Don't use them.

90. Make future adjustments to revise curriculum as there is usually no time to go back during the current semester.

91. Drive my instruction.

92. To determine additional needs for time and resources for skill attainment.

93. Pacing and differentiated learning.

94. I use it for self-evaluation and reflection.

95. Measure what students know and can do during an instructional unit.

96. Use for skill grouping and differentiated instruction.

97. Use of DRA is a very limited tool and a big waster of time.

98. Use to write IEP goals.

99. Communicate with parents through report cards.

100. Currently don't use.

101. What they have mastered and what needs to be re-taught.

102. In addition to our formative assessments from curriculum sources such as Every Day Math, our district uses MAPS test three times a year to measure student growth. Our district lumps grade level data together. This often masks the data of ineffective teachers as well as the effective ones. It obscures individual teacher performance. Let's be fair and transparent about the data.

103. I do periodical re-testings to determine regression or growth.

104. To comply with state mandates.

105. None because the assessments are not aligned to our mandated curriculum pacing guides and the results are therefore irrelevant.

106. Currently, I use AIMSweb Reading CBM's to measure student growth and my instruction.

107. Give students immediate feedback on their knowledge level in a particular area of study before a large test.

108. Once a year at CSAP time. For initial and reevaluations for special education services.

109. Development of IEPs.

110. Teach students to self assess and inform their own learning.

111. To develop authentic assessments that correlate to instruction.

112. Measure their progress over time.

113. Determining the amount of time spent on a specific unit of study.

114. Use to analyze the student's progress towards their goals.

115. Make relevant changes in curriculum guide based on needs of students and to direct small group instruction.

116. Provide meaningful feedback to students.

117. Placement for literacy classes.

118. The curriculum is constructed (though Open Court and Every Day Math) that there is no time for correction on different skills.

119. Reflect upon pedagogical strategies for effectiveness.

120. Use to develop iep goals and objectives.

121. Find gaps in knowledge of subject matter.

122. Gain insight into how students' achievement might influence their behavior.

123. Re-adjust a lesson plan.

124. Create new goal for individualized rubrics.

125. See how students compare to other students.

126. Monitor and assess success of interventions.

127. Math and reading evaluation.

128. Question #3 all of those people help develop formative assessments.

What role do you feel your district should play in creating formative assessments for the classroom?

1. Most districts do not have the resources to develop and field test assessments for validity and reliability.

2. Give time and training to create effective assessments.

3. The district should train teachers on how to effectively use formative assessment data and give teachers time and resources implement the process.

4. It should allow teachers to develop Formative assessments and pool them for district use.

5. It depends—some of our curriculum has them built in, Rigby; other Units, such as Writing are individual, so some help or guidance would be helpful.

6. Provide professional development for teachers to create department formative assessments.

7. Provide training in ways to effectively create formative assessments.

8. It should be created with teachers.

9. Formative assessments should be ongoing and continual and not be based on other students' needs. There should be benchmarks in place to have standards but the individual formative assessments should give immediate feedback to determine adjustments and modifications to instruction.

10. We already have formative assessment continua in reading and writing.

11. Provide career training on making good assessments.

12. The district should provide ample time (not out of the classroom) and compensation if teachers are required to take on the task of creating grade level standardized formative assessments.

13. Our district is so small, it's a mute point. We don't have the resources!

14. I think the district should create a number of formative assessment tools, and embed the necessary 21st century skills.

15. The district should create options and guide teachers' creations. However, teachers should have the freedom to choose and also create their own formative assessments.

16. Not certain because I have little information on the subject.

17. Number 3, guided by Number 2.

18. It should provide teacher training on how to develop and use formative assessment.

19. Each course should have assessments, developed by the teachers teaching it, using state standards.

20. Formal testing should not be done quite so often. I believe in formative tests but not constantly. We need time to teach.

21. Training and supporting teachers as to what formative assessment is.

22. It should SUPPORT me with resources and integration (both horizontal and vertical) so that I can create effective formative assessments.

23. Teachers, district, and CDE should engage in a mutually collaborative process, perhaps resulting in something better than either could have created themselves.

24. The resources and time are simply not there for the district to do this.

25. The district might share suggestions, but ultimately, the teacher should make formative assessment decisions.

26. Train and advise teachers in their creation of effective formative assessments.

27. CDE needs to pick the best formative assessment that is easy to give but gives powerful information. CDE needs to do a better job in training TOT.

28. Allow teachers the resources and materials they need to create formative assessments that match the content and curriculum.

-
29. It should encourage it, give tools and trainings to teachers to learn how to use and evaluate them, and evaluate teachers on their use of them; however, they should not write them or require specific ones, as the teacher is best able to determine how to assess the students in their class.
-
30. We are a charter school. We have a great system in place developed by the school that incorporates all of our curriculum
-
31. It should provide professional development; most teachers in my building do not know what formative assessments are.
-
32. It should support teacher work groups in each content area for creating formative assessments. Teachers are the experts.
-
33. Don't know.
-
34. Providing classroom aides to help administer, score, and input formative assessments into a useful, practical database we can access as teachers.
-
35. Our district should not be involved in creating formative assessments. Grade level PLC's determine what and how to assess. Our district is back to knee-jerk responses to problems by purchasing programs instead of developing teachers' capacity to teach well.
-
36. Districts should not create formative assessments. This should be left to the experts such as University of Oregon for DIBELS progress monitoring, curriculums, etc.
-
37. It should allow time for teachers to develop formative assessments as vertical and horizontal teams.
-
38. Training for all teachers.
-
39. Help coordinated formative assessments that are very similar for different teachers teaching the same courses.
-
40. I think there needs to be a common, systematic way of assessing students; however, the district should ask teachers' opinions. Our district has a team of teachers making them, and often times, they don't fit the needs of our specific grade level.
-
41. It should support teachers by providing time for horizontal articulation, wherein teachers can collaborate to design formative assessments for common courses.
-
42. It should create a number of formative assessment tools or options including alternative formats for a variety of learners
-

-
43. We currently are using a tool that is both formative and summative—NWEA MAP tests. Unfortunately, due to budget constraints we are abandoning it for a "freebie," less well-developed, and normed assessment recommended by the State—"Galileo" This is a mistake as I believe overall academic success and growth will be slowed or reversed for the next few years.
-
44. A district focus is too narrow; it should be from the state level; district/building admin are often too uneducated in specific areas.
-
45. Districts should develop their own according to their curriculum.
-
46. I can see the value of all of the above, but no one option is the best fit based on the dynamics of my district.
-
47. I am not sure what this question is asking.
-
48. Collaboration.
-
49. I am really more concerned about the assessments dictated at the state level, specifically the DRA2. It is so time consuming.
-
50. In this economy the district should wait to become involved. When it does, it should be to provide options, not mandates, for formative assessments.
-
51. Give teachers the time to select and/or create appropriate formative assessments.
-
52. I'm a professional—let me do my job! Districts could create sample assessments but allow me to choose.
-
53. We are a very small frontier school. The school is the district and the teachers work well together during PLC, but there is neither the additional personnel nor the time to form committees, etc. Most of this has to be left up to teacher discretion.
-
54. Provide release time for assessment development and discussion and provide training.
-
55. The district and the individual staff should collaborate in order to make them meaningful and REAL.
-
56. No role. My district administrators are not informed nor qualified for this.
-
57. Teachers should be involved at the district level to develop several ideas and options for formative assessments.
-
58. Provide release time for teacher collaboration to create, evaluate, revise, and plan the implementation of formative assessments.
-

-
59. It should require classroom teachers with experience at that particular grade level to create assessments.
-
60. Provide standards to which we should aim, but not create the assessment for us.
-
61. It should create a number of formative assessment tools and guide me in creating my own formative assessments.
-
62. If teachers need help creating formative assessments, the help should be there, but it should not be forced on teacher to do a specific type of formative assessment.
-
63. Subject-specific formative assessment tools: math-to-match standards, NOT curriculum.
-
64. We have a district wide formative/summative assessment for Kindergarten skills that is very effective—teacher-created to align with our report cards.
-
65. Options are good. Test banks are good to be able to see what the tests are like. I don't think you can assess my students with a pre-made test without knowing my students.
-
66. The districts should provide more time for teams within a school to develop assessments that are alike, at least within grade-level teams.
-
67. Formative assessment should be based on individual children...how can a district do that per child? They could provide approved assessments to choose from.
-
68. It is imperative that the district provides assessment tools—we have NO time to do this.
-
69. It should appropriately compensate the professionals who create quality assessments and throw out the unsatisfactory ones.
-
70. Not all schools K-12 grade via the same content rubric, i.e., Reading 4.1, 4.2, 4.3, etc. Until this happens, teachers should be responsible, via departments, to create their own assessments.
-
71. It should both guide teachers' creation and create some for teachers to choose from.
-
72. Formative assessments must be based on what is being taught. Unless all district curriculum and pace is exact, the district formative assessment may not match instruction. If a district uses a pacing guide and bases the formative assessment on that, it would be better to have one district assessment in order to compare with other schools in the district etc.
-
73. A combination of guiding teacher creation of formative assessments and having some as tools or options to choose.
-
74. Options 2, 3, 4.
-

-
75. Our district has numerous formative assessments: those from Every Day Math, Every Child a Reader, and next year Every Child a Writer. Also our district uses MAPS testing three times a year; we have ample formative assessments
-
76. Provide time for the teachers to meet collaboratively with their grade level teams.
-
77. The assessments are embedded in the curriculum chosen by the district. Therefore, why do we need to make them up?
-
78. We are a 100% IEP driven school with unique needs, whereas the District may not gauge properly.
-
79. Stop the testing and let us teach.
-
80. I teach in a public Montessori school. In order for our school to stay true to the Montessori model, I believe we should create our own formative assessments or work with other Montessori schools to create assessments.
-
81. I work in 3 sites— a district school, a day treatment program, and charter school. Practice varies.
-
82. It depends on what the assessment is to accomplish. If it is to try and make sure children do well on the state major summative assessment, such as CSAP then, it is not an appropriate assessment. It simply helps teachers teach to the test, which is what is currently required or at least expected. If it is intended to see where children are in learning a given developmentally appropriate standard, then it is very useful to a teacher. The problem with the assessments as described is that it assumes that all children are alike and in doing such it has inherent bias to given groups and/or individual students. Education of the whole population is a very complicated process and is very, if not impossible, to accomplish based on such assessments only.
-
83. Unless the district has a consistent district-wide curriculum that is being used, district created assessment causes ill will.
-
84. It should support the teachers in creation of formative assessments.
-
85. A combination of guiding teacher creation of formative assessments AND create some formative assessment tools or options for teachers to choose for core content.
-
86. It should apply the practices of both choices B AND C.
-
87. It should be up to the grade level teachers.
-

What role do you feel CDE should play in creating formative assessments for the classroom?

-
1. There is a vast gulf between what CDE thinks should be done and what the district thinks.
 2. Same as above, it depends on the subject. Some of the curriculums already have these assessments built in, which keeps the teachers and students on the same page. The ones that do not is where we all do different things.
 3. It should provide training on how to develop an effective formative assessment.
 4. Provide training.
 5. Provide clear standards.
 6. It should guide districts in designing formative assessment tools, offer options.
 7. It should gather formative assessments that are already being used successfully by teachers and share them instead of re-inventing the wheel and spending thousands of dollars to train.
 8. CDE should create options and guide teachers' creations. However, teachers should have the freedom to choose and also create their own formative assessments.
 9. Not sure because I have little information on the subject.
 10. See number 6.
 11. CDE should give teachers a formative test bank that is based on how standards will be tested for the summative test. For example, here are 5 ways that the "CSAP" will choose from to test inferencing at the 4th grade level. In this way our instructional targets will be focused and attainable.
 12. Create formative assessment tools based on skill and unit instructional goals.
 13. I don't think CDE has done a great job in creating summative assessments. The 10th grade extended writing prompt was poorly written and quite biased, so I am not excited about having them oversee even more of the assessment process. The new state standards are equally disturbing—poorly written with myriad instructional gaps. If those writing tests and standards have little experience at the high school level and in my content area, I would prefer to write my own or work with building small learning communities. Save you money and trust my professional judgment.
 14. Set a workable timeline.
-

15. The outcomes expected must be clear as what will be on summative- formatives can be built from there.

16. See #5.

17. CDE might share suggestions, but ultimately the teacher should make formative assessment decisions.

18. Train and advise teachers in their creation of effective formative assessments.

19. CDE needs to do a better job in training all superintendents and principals in the understanding of assessments. Many times districts say it is happening but it is not.

20. It should provide options AND guidelines so districts or teachers have the ability to also create their own.

21. CDE can offer ideas, examples but formative assessments need to be adapted to each teacher, each teacher's classroom and group of students.

22. It should guarantee professional development to teachers in the state.

23. It should not be involved in creating formative assessments. It should be directly involved in understanding what is taught in K-12 classrooms.

24. Don't know.

25. Guide, as in give examples and provide a protocol—not guide but really give options, which is what usually happens.

26. It should support schools to train teachers to develop the assessments and allow time to develop quality assessments.

27. Resources for assessments and how to create.

28. CDE should provide options for districts to choose from and then the district give the schools choice from there.

29. It should give a framework to work within incorporating state standards.

30. Review and compile information from district assessments.

-
31. CDE should provide practice exams with grading instructions, ask for teacher input, but use one test for everyone so that the test can be standardized. The biggest problem with the CSAP has been that the results take too long to get back to teachers and students. If CSAP results could have been given back to me in a month I would use them as part of a student's grade and more importantly fix misconceptions.
-
32. It should support professional development opportunities to train teachers in designing and using formative assessments.
-
33. It should create a number of formative assessment tools or options including alternative formats for a variety of learners.
-
34. Realistic assessments that TRUTHFULLY measure Progress per individual student. Especially with the diversity of 2nd language learners who can effect scores which really are not due to the teacher.
-
35. CDE should supply districts with support in creating formative assessments so they are similar across the state.
-
36. To train people to come in and give an assessment tells me right there that the assessment is ridiculous!
-
37. Provide funding so districts can create their own assessments that best meet their needs.
-
38. Unless the state plans on going to end of course exams, stay out of it.
-
39. Not sure.
-
40. Create tools and options that are available but are not required for teachers to use.
-
41. Provide up to date standards and guidelines for how we should assess our students.
-
42. Formative assessment is based on student needs and strengths. I don't think it is possible nor a good idea for the state to mandate this. It should be up to professional judgment.
-
43. Subject specific assessment tools to match standards.
-
44. I like options, but that has to be left to the professional that you trust in the classroom. Why would you assess my students when you don't know my students.
-
45. They could support districts financially with more professional development time to meet and create the assessments.
-
46. CDE should provide the district with a list of numerous acceptable options.
-

-
47. Summative created by CDE formative according to teacher's instruction and the pace of class.
-
48. it should monitor individual districts.
-
49. It should create a number of formative assessment tools or options from which teacher can use to build their own assessments.
-
50. Guide teachers' creation as well as provide a number of examples or options for teachers' use.
-
51. See above.
-
52. A combination of guiding teacher creation of formative assessments and having some as tools or options to choose.
-
53. Our district has plenty. Does the State intend to develop formative assessment aligned with whatever summative assessment program replaces CSAP? If so, those would likely help.
-
54. Stop talking tests and start talking learning.
-
55. Maybe develop a library of assessments that could be retrieved on-line.
-
56. CDE could help only if the person helping has been a certified teacher in that field and they have done it themselves, NOT someone that has never taught or stepped foot in a classroom.
-
57. Such assessments, as I said before, are inherently biased in at least one area and usually many. Either relating to given populations, content areas, both or more. Because we in the United States of America try to educate all children regardless of any issue our scores tend to be a little less than those of the rest of the world, who select out students over time and by the high school and university level they are testing only the "cream of the crop," while we have tested the "whole crop." Our education system needs to have some rethinking and "reforms," but even "as is" we do a very good job of educating our population. An educated populace is the only way to maintain a democracy such as ours. Even given this, we as a very diverse population often fail in getting every person to engage in education and become educated citizens.
-
58. Before CDE does anything related to assessment, I believe it is imperative that CDE make it perfectly clear how the new GLE's are to be addressed. Will testing continue at grade level (9, 10, 11, 12) or will testing take place at the completion of particular courses (Algebra, Algebra 2, Geometry, etc.)? In their current state, I have absolutely no idea how CDE intends to implement the GLEs. Without this knowledge, I have no idea how I should begin to redesign curriculum to fit the new GLEs. It seems like to me that this should be the first step. Without this knowledge it seems to me like I am just shooting in the dark if I make any attempt at redesign at this point in time.
-
59. It could create OPTIONAL items for teachers to use or not use at their discretion.
-
60. CDE should butt out!
-

61. Assessments AND create some formative assessment tools or options for teachers to choose for core content.
62. It should recognize exemplary models teachers create and post them for districts to use.
63. CDE should do a better job of getting new standards and expected outcomes training to teachers, as well as provide a more effective/efficient timeline for when the new standards will be assessed. Teachers are in limbo and that is not productive for children.

In your experience, how effective are the following types of test items in assessing what your students know and are able to do?

1. The most effective form is a mixture of the above items.
 2. Multiple step problems are NOT effective because if a student makes a mistake in the 1st part the rest is wrong.
 3. The items are only effective if the teacher gets to see the responses and determine why mistakes were made. For example, if a student writes off topic on a prompt but the writing is great paragraph it will show that they are unable to write a paragraph and I would waste time re-teaching something they know and not what they don't know!
 4. Informal teacher observation!!!!
 5. I learn the most through teacher observation and being with my students each day.
 6. As a state, we need to look at the "why" behind multiple choice questions. They are necessary to get quick information back in a timely fashion. They are not, however, helpful in understanding the depth, breadth and critical analysis that students need to be engaging in with content areas.
 7. SLD students benefit from audio/oral assessments.
 8. Portfolios are burdensome, keeping thorough records can show you what you need to see, although student working binders are much like a portfolio and students can see their learning from point A to point B.
 9. Constructed response should not be used. It is difficult for a lot of students to express themselves in writing especially students that have LD in writing.
-

10. With any of these, it depends on how well they are written and how effectively they are evaluated. I know teachers who have students write short constructed responses for tests, but don't actually grade the work. They skim it to see if it relates to the prompt and then give points. If you use multiple choice, students can do very well if the teacher teaches to the test. As a parent, I feel that education is moving more and more in this direction. It is about being able to complete a task and get the right answer, not about problem solving or real learning. Also, I am concerned about limiting the knowledge to a set of state or nationwide tests. I think one thing that has made our nation strong is that we have a broad base of knowledge. In part, this is because teachers have been allowed to teach different things in different places. While one could argue that this leads to a lack of solid standards, it also leads to a diversity of knowledge that we cannot have if all schools are teaching the same thing. There is simply not enough time for all schools to teach everything, so when you bring a group of people together from diverse backgrounds, they can share new knowledge with each other. There are certain basic things that all should know, but there also come a point that education needs to be more flexible to reflect the needs and interests of the communities.

11. All of the above are contingent on who write and grades the test and how quickly I get results.

12. Combination of assessment options geared toward the learning styles of the students.

13. True/false—somewhat effective.

14. Running records and analysis.

15. NWEA.

16. Project-based learning.

17. The type of test we use is most effectively determined by what content is tested and the type of learner we are testing.

18. I teach mental health and executive skills, so performance with generalization to multiple settings is of critical importance.

19. Written responses that have some aspect of student choice as to product.

20. Students give better answers using the computer than pencil and paper because that is what motivates them.

21. Orals can be effective if trust levels are high enough.

22. Interview.

23. Career planning.

24. Musical Performances.

-
25. Data collection related to specific objectives (special education).
-
26. In Special Ed, lower levels, most formative and summative assessments are useless and do not measure the true ability of the students and are a great financial waste
-
27. Authentic interviews, oral questioning individuals and small groups, student presentations.
-
28. Any of these are effective depending on the learning target being assessed.
-
29. I believe individual teachers can best create effective assessment tools.
-
30. Teaching multiple choice, even though students struggle to show their understanding this way, is important to prepare them for college and other standardized tests.
-
31. Interactive notebooks.
-
32. Even the best format for a test may be a very bad test; and conversely the worst format for a test might have redeeming qualities.
-
33. In-class discussion and dialogue.
-
34. Responding orally instead of in writing
-
35. Different students respond to different kinds of assessments. There is not just one type that works with all students.
-
36. On-going formative assessments that are done throughout the unit/year gives an overall picture of a child's understanding and abilities.
-
37. A combination of the above types of assessment.
-
38. Verbal/oral responses.
-
39. One-on-one conversation.
-
40. Fill in the blank.
-
41. Verbal.
-
42. The speed at which teachers receive assessment results directly impacts student learning. Any assessment that has a report turnaround time of greater than 5 business days is too long based on a 185 day school year.
-
43. It is very hard to find an adequate form for assessing in the arts because the effect and success sometimes takes years to show up.
-

-
44. Every child is different and will perform differently on each type of question.
-
45. I think all are effective assessments. I do not think we need to be assessing as much as we are currently.
-
46. Informal classroom assessment, student interviews.
-
47. There needs to be an assessment that allows students a variety of ways to show their proficiency at a skill....the current method of multiple choice or written response is not effective for ALL learners!
-
48. Kindergarten students are assessed by verbal responses and showing what they know.
-
49. Developmental learning stages-Differentiated Instruction, Multiple Intelligences-every child a different learner, No Cookie Cutter Child, Need Better CO standards/Framework clear.
-
50. For my age group, demonstration of skills is my best indicator.
-
51. Dependent on the quality of the assessment questions/instrument.
-
52. Classroom discussions and oral responses—very effective. The questions seems to assume written assessments are needed to prove something. Dynamic classroom discussions are a fabulous method of formative assessment to gauge where the class and individual are.
-
53. Case study analysis for application.
-
54. Rubrics for projects.
-
55. This all depends on the skill being assessed and the age of the student!
-
56. Skills assessment specific to the material children need to learn.
-
57. Many of these put together create a very effective way of assessing student learning.
-
58. Not as effective—unit tests given every other week with only 2-3 questions testing the skill.
-
59. Rubric, continuum.
-
60. Anecdotal records.
-
61. Science logs.
-
62. In science I prefer something like the NAEP tests.
-
63. Fill in the blank.
-

-
64. All of the tools mentioned above a good tools if they are written well and used appropriately.
-
65. Science fair.
-
66. Oral presentations by individuals to the class also are very effective.
-
67. Multiple opportunities to re-test a similar skill set and try to improve upon past scores.
-
68. I would love to do more performance tasks, but there is never enough time.
-
69. Sign language is used here and not quite compatible with written English. Sometimes requiring "signing" the questions is most effective.
-
70. Authentic assessments developed by the students.
-
71. I believe it depends on the grade level. I teach in the primary grades.
-
72. All of the above can give a small snapshot of what student is learning and where they are developmentally. No single form of assessment will inform a teacher sufficiently about individual students. No assessment tied to our current age related system will solve all of the issues of educating our total population.
-
73. Our team developed practice exams every six weeks or so help us monitor their progress separately from the unit assessments.
-
74. Creation of maps and reading charts/graphs.
-
75. I work with students with significant support needs. All of the assessments for students are very individualized.
-
76. While students are learning to speak English, they need short English-friendly tests.
-
77. In isolation, all of these items are only somewhat effective. However, in combination, they can all come together to provide a coherent assessment of student knowledge.
-
78. Adaptive online tests.
-
79. Each student learns differently and should be tested differently.
-
80. Oral.
-

How effective are the following types of test items in helping you plan and improve your instruction?

-
1. Again these items are only as effective as the ability of the teacher to see the types of mistakes made and the reasons they are made!
 2. Authentic learning, real-life based assessments are what help to guide by instruction.
 3. SLD students tend to struggle with all pencil/paper assessments.
 4. Portfolios help me plan for the next term or year, but they are, by nature projects that are turned in at the end of units or even the term. By the time they are evaluated, it is usually too late for me to provide intervention. I like to do short multiple choice, short constructed response, and quick performance tasks several times a week to see if students are understanding while there is still time to adjust and clarify.
 5. The type of test effectiveness depends on what you are testing.
 6. See other on #7.
 7. One-on-one assessments for my grade level.
 8. Interview.
 9. DIBELS is a formative assessment that is research based. I don't always think technology is the best way to evaluate a child. We need to be careful. K-3 students have to learn the computer as well as the skill.
 10. Musical performances.
 11. How the students actually performs in his/her own mode is most important, not "constructed responses."
 12. Interviews, discussions with individuals and groups of students.
 13. Again, this depends on the learning target.
 14. All types give good feedback. Even though multiple choice is less effective for gauging understanding, they do allow an easier way to get data and analyze it for future use and comparison with other teachers to improve instruction.
 15. Portfolios can be exemplars of a student's work, or they can be cumbersome items that are quickly created for an ephemeral demonstration.
 16. A combination of the above.
-

-
17. However, performance tasks require so much time, it takes away from overall instruction.
-
18. Portfolios are only effective if tied to performance tasks that are relevant in the child's life—otherwise it is just a memory scrapbook, electronic or hard copy.
-
19. The number of students—up to 600+ at times—is prohibitive to assessing students adequately and thoroughly enough to be beneficial in my teaching situation.
-
20. Same as above.
-
21. I do not use portfolios as an assessment tool as I believe they are time consuming and I have never been trained in using them effectively in an elementary classroom.
-
22. Project based learning is very effective.
-
23. I teach kindergarten, so most of these assessments are inappropriate.
-
24. Exit slips are key for informing my instruction.
-
25. In the Visual Arts applied project work is most important for students to understand the Element and Principles of Design.
-
26. Discussions/oral "dipstick" tests— very effective.
-
27. Portfolios are too much to handle with 226 students.
-
28. Effective—having time to meet individually or in small group with children and just teach a lesson.
-
29. Rubric, continuum.
-
30. One-on-one conferences, rating scale, student self/peer assessment.
-
31. Science logs.
-
32. Labs.
-
33. Science fair.
-
34. Portfolio time management is a nightmare!
-
35. Data in easily sortable categories of got it, partly understands, and misunderstandings present/unable to do without support.
-
36. That's an unusually phrased question. I expose students to the test format, yet that doesn't improve instruction.
-

-
37. Teacher evaluations are passed out upon completion of each lesson plan unit.
-
38. As I said above, some of the items help with each student. It varies with the student which and when each type of assessment item is appropriate and informative. Students are not all alike and often not even similar in many areas so "standardized" assessments are biased.
-
39. This all assumes timely data. The current system does nothing for me related to my current students. The best I can hope for is to use this year's results to guide next year's students.
-
40. I work with students with significant support needs. All of the assessments for students are very individualized.
-
41. See answer to number 7.
-

CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

1. Children have been evaluated using the kindergarten entrance expectations.
-
2. Students need to be more specifically screened for reading disabilities that may require intervention.
-
3. Birthday! Is the child young, or is the child a young boy!
-
4. Need to look at children's ages.
-
5. If parents choose to keep their children home with them until school, they need access to assessment tools.
-
6. Let them grow up at their own pace. Don't expect all kids to fit one mold, especially in early childhood.
-
7. I am a high school teacher. I would like to see some kind of evaluation as to whether students are ready for high school. If a student has been non-proficient in reading since 3rd grade, how effectively can I teach that student when the materials I am using to teach are written at an 11th grade reading level?
-
8. It should be the responsibility of the parent to teach his/her children the skills they need to be ready to enter kindergarten. It is also the responsibility of the parents to teach their children how to behave appropriately and respectfully in a school setting. It seems that investing in parenting classes and parenting assistance is just as important as investing preschool programs.
-
9. Quality of home environment.
-

10. The cut-off date for entering kindergarten needs to be moved up to August (5 years old by Aug 1st).

11. Are we going to start using standardize test before they even get to school? Hopefully we are looking at state funded pre-school as opposed to 090 classes for Kindergarten remediation.

12. Some CPP's are great, others are not. We need certified teachers. So many, including Head Start do not prepare them.

13. Depends on the experience and knowledge of the person/preschool doing the testing.

14. All kids should have access to preschool and free, all-day kindergarten.

15. Parents are a child's 1st teachers. They have the "home advantage" of being their best teachers, if they commit the time to do so.

16. Assessment of the child's relationship with his/her primary caregivers, using DC 0-3 diagnostic system or other educational interactional assessments, if available. I believe no assessment system will be valid if not accompanied by an algorithm measuring parent involvement and relationship quality with the child. This applies to all age groups, but this early age group especially.

17. No single test should ever be the sole judgment for student performance/readiness.

18. Most parents in our Title I school use Kindergarten as a free daycare; kids come in not knowing letters, numbers, how to use scissors, etc. More age appropriate to 3 that 4 or 6. Kindie should be required, we should offer preschool and pre-K to all children. They come in so far behind their peers from high socioeconomic areas that they never catch up.

19. Children could be evaluated using arena assessments administered by early childhood professionals.

20. Pre-school and all day kindergarten should be for all students in Colorado. Especially if we want children to read by 3rd grade. this could level the playing field.

21. Effective parenting prepares students as much as any preschool program.

22. Evaluations by counselors and school psychologists of high risk kids has been very helpful. CPP has been an excellent boon to at risk students.

23. REQUIRING FULL-DAY KINDERGARTEN IS SOMETHING THIS STATE MUST FUND AND SUPPORT!!!!!!!!!!!!!! Start with kindergarten, then work on preschool.

24. School readiness is also determined by students experience with families at home.

25. Children are healthy and well fed—most effective.

-
26. Head Start is the best program I can think of because it addresses educational and nutritional concerns for kids. Hungry kids can't learn.
-
27. However, most programs to increase "readiness" are only available for the "most needy"—and those students are still the ones who end up being unsat due to parenting.
-
28. The more preparation and importance placed on education by the parents the better.
-
29. Preschool—they are 3 and 4 yrs old. Evaluations and assessments are ridiculous.
-
30. Students have parents who are actively involved in appropriate parenting that encourages the child to learn developmentally and to see that academic skills such as reading, writing, math, and problem solving is necessary for life.
-
31. Parents are evaluated on their effectiveness as being their child's first 'teacher'!
-
32. I am a secondary teacher and do not know about these.
-
33. Ready or not, they start so what's the difference? I have children who have no academic readiness begin every year and they are still expected to be reading by spring. Assessment won't change the readiness piece unless children are not allowed to begin school. What is the parent component? What is their accountability in having their child ready to begin school?
-
34. Is CDE planning to STOP children from entering school if they are NOT ready?
-
35. Not sure if our school has? Another state —yes in place for all of the above and makes the difference. Include Head Start.
-
36. Since I teach an intermediate grade, this is just not my area of expertise.
-
37. Parents that read to and speak to their children regularly (which is not measurable).
-
38. Children have had an environment supportive of their educational development; that is rich in experiences that support learning.
-
39. Hard to know as middle secondary instructor.
-
40. How about we evaluate the parents and their readiness for education and the support of their child's education.
-
41. We know students need language their first 3 years. Without reading and money towards that, we start the kids behind and the gap just gets wider. Why not put money towards reading pre- and K?
-

-
42. Research shows that children are not cognitively ready to learn the academics we are asking them to learn until they are 6 or 7 years old. We should change the starting age for kindergarten to age 6 across the board so children are more ready for the heavy academic learning we require.
-
43. Children have been read to daily by their parents from birth—very effective.
-
44. I teach secondary school and I feel under qualified to answer the above items.
-
45. Research shows that pre-school attendance does not increase long-term school success.
-
46. Children from poverty need preschool.
-
47. I teach high school, so I have no idea about elementary school and pre-school practices.
-
48. Teachers need to read the reports before a student enters kindergarten. The more information the better to help the individual child.
-
49. I think it is critical to assess incoming students' preparedness. We must hold primary teacher accountable for student growth as well. Too often, ineffective primary teachers in grades K thru. 2 coast without providing rigor for their students
-
50. Kindergarten teachers would know this better than me.
-
51. Many of our parents do not know how or have the skills to assist their children.
-
52. Our kindergarten teachers assess their incoming students and can tell who is ready or not however they still have to accept the child.
-
53. I don't deal with elementary children.
-
54. Again are any of the above developmentally "normed"? Most of the issues that come for a majority of children are related to human early childhood development. This means that we don't use the child's age in years as a guide to where they are placed in school.
-
55. As a high school teacher I have no idea whether any of my students have been a part of any such programs.
-
56. How do you qualify an ELL student for school?
-
57. Our district preschool programs are highly effective.
-

How effective do you believe the following indicators are in indicating postsecondary readiness?

-
1. Skill attainment in courses taken/grades.

 2. To accurately gauge readiness there needs to be in place a variety of ongoing assessments that are documented. Attendance needs to be one of these ongoing assessments that students need to be aware of. Anything where well-meaning local people can skew results is ineffective.

 3. Most assessments aren't taken seriously by secondary students unless the stakes are high.

 4. Work habits are essential for success after high school and in the work place. Skills that are not tested like problem solving, collaborative skills. And team work are issues in the world. I know our students are better prepared than I was exiting high school!

 5. Performance on performance tasks.

 6. Checklist or portfolio—it doesn't really matter until we change our thinking about WHAT is being taught and HOW. Being a public educator, I am highly disturbed by the countless hours that are wasted in the classrooms. Teachers need to be better trained on quality instructional practices, questioning, and CRITICAL THINKING.

 7. I work K-3 so not in the loop for HS.

 8. So much more comes into effect for a student's success besides test scores. Portfolio or recommendations are paramount.

 9. Creativity—Digital portfolio—21st Century Skills—the new Bloom's Taxonomy.

 10. Students may score well on exams but not have the work ethic and skills to be good employees.

 11. There are so many factors —motivation level, specific prerequisite skill level, support of family, facility in English.

 12. I think that postsecondary readiness is an area that needs lots of attention because many students in the district in which I teach are not equipped for productive and meaningful postsecondary choices like college and the workplace.

 13. I believe it is always important to remember that assessment is a reflection of a student's knowledge @ that point in time. The ability to supplement data with items other than assessment is crucial.

 14. Too many kids guessing and getting away with it at this level. . .wasted money.

-
15. Assessment must also address application of knowledge.
-
16. The ACT is in place. We test all students. It is well written and mostly non-biased as far as standardized tests go. Save money; use what we have. It is the best. CSAP is a joke. I wouldn't trust much of any classroom assessment developed by CDE mostly because we don't have the money to fund what needs to be done (and done well).
-
17. ACT or SAT.
-
18. Statistically, the best measure of success in college has always been GPA and work habits.
-
19. Kids no longer try on the CSAP. ACT measures how well one can take a test.
-
20. CSAP provides an essential, definitive, and effective Geiger counter to provide a nation-wide evaluation.
-
21. No single test should ever be the sole judgment for student performance/readiness.
-
22. You must include a portfolio; many kids do not perform well on tests.
-
23. Portfolio with oral questions /interview of student.
-
24. For some things, like portfolios, it depends very much on how it is done. Portfolios can be highly effective.
-
25. Performance on a performance assessment designed by qualified personnel from colleges or the workplace.
-
26. We need to be careful in this area as I am not sure the research is evidence-based at this time.
-
27. Grades, having taken challenging academic courses (i.e AP), math/science level, and ACT scores are the best predictors of success at college. Don't know for workplace. Really depends on what type of workplace.
-
28. Actual performance should be looked at for students who don't test well, e.g., special education.
-
29. Tests do not always show the students' readiness, especially if the student stresses on tests.
-
30. None of these tests measure creativity and random thinkers.
-
31. Please look at the data. Students' grades correlate far more closely to student success in college than their test scores.
-
32. With no accountability (i.e. grade), many students do not take the CSAP seriously. Add more tech/skills classes.
-

33. AP Classes and AP training for teachers.

34. Class load (what classes were taken during the high school career) and GPA.

35. The ACT is my favorite assessment because it the students have buy-in, because it is a vehicle to their next level.

36. Portfolios are way too subjective.

37. I am assuming that the purpose of a standardized test (CSAP,ACT etc) is to predict success in college or workplace. It would be useful to provide data that shows the correlation between standardized test results and success in college/workplace.

38. Real work experience observations.

39. Something that evaluates high-level thinking skills not just knowledge regurgitation.

40. Needs to be a compilation of work—not just one test.

41. All of the tests specified here are pretty much only fact-based type assessments and not learning-based assessments. This is not moving toward 21st C. Skills.

42. Comprehensive indicators, including ability to handle increasingly independent tasks, time management, study groups, etc.

43. No test is effective if the scoring standards are set low. In some states it appears that the kids can actually fail the test because they allow a lot more questions to be missed to missing that is the standard number for a passing score. Some of the passing standards are ridiculously low. Any test ought to be designed so that a kid has to get at least 70 percent right to pass. If your test is designed so they can miss almost half and still pass it is not going to show readiness.

44. After working with special education students for the past 20 years I have found that many of the students that did poorly in a high school setting have performed satisfactory at a community college; therefore, I am not sure that exit exams truly show indicate postsecondary performance for all students.

45. Teacher recommendations.

46. Having a checklist of what a student has accomplished shows nothing; we need hands-on learning experiences in several avenues to produce well-rounded and prepared students with life skills.

47. I do not believe a standardize test demonstrates anything but how well a student can take a test. If someone really wants to know what a student knows, look at their portfolios—their bodies of evidence— and their ability to reflect on their performances.

-
48. Portfolio (or body of evidence) stating level of proficiency on critical concepts related to a content area.
-
49. Also SAT.
-
50. They are best prepared by their journey in learning and the progress they make throughout their classes—not by how they perform on any one given exam.
-
51. SAT II tests.
-
52. Mentorships, Internships, High School Strand Studies at a couple of new H.S. in Douglas County, community work.
-
53. Presentation of portfolio demonstrating readiness for post secondary work to a panel of judges.
-
54. CDE should not develop a high school exit exam—CDE does not know the “real” children. Let the high schools do it themselves.
-
55. High school diploma: somewhat effective.
-
56. Again, since I am an intermediate teacher, I just don't feel confident answering these questions.
-
57. The ones that seem to be the most effective are the ones the students believe they should try on because it either goes towards graduation or is on their transcript. CSAP means nothing to these kids. It's not a part of their grade. They don't "have to" do well.
-
58. We need some form of student accountability in the system—how about a "State Certified" diploma?
-
59. Performance assessments and/or portfolio.
-
60. Where is the assessment of "work ethic"?
-
61. Aggregation of assessments; grades received during the 4 years.
-
62. GPA
-
63. Our school uses a presentation of learning in which students demonstrate their growth and meeting of standards through a well-developed portfolio system.
-
64. I teach elementary and don't feel qualified for secondary comments.
-
65. Need an affective assessment that measures time management, work habits, and organization skills.
-

-
66. All these tests are just a snapshot. They do not give the big picture of a child's whole readiness including social and emotional preparedness and readiness.
-
67. Performance in the area of writing.
-
68. Some hard-working students who have high GPA and will excel in college are excluded from substantial scholarships due to test anxiety which results in lower ACT/SAT scores.
-
69. Content-area secondary exit exams build student buy-in to their achievements.
-
70. I like the idea of a high school exit exam...but we can't wait until high school...it should be at intervals...5th grade, 8th grade, 10th grade and final exit.
-
71. Students laugh at the CSAP; test anxieties associated with the act and testing content that has not been covered since their freshman year.
-
72. Need to have a vocational strand.
-
73. Exit interviews, guidance for goals and plans for next steps, follow up connections after high school.
-
74. But then it doesn't matter what we think about CSAP, DOES IT !!!
-
75. Could we use the Texas method: seniors take the exit exam every 15 minutes until they pass?
-
76. I just don't believe that all teachers are adhering to state/district standards and therefore creates too much variation in expectations for students.
-
77. It really depends on the individual student, school, and postsecondary activity. Will the child go to a 4-yr college, 2-yr, or straight to work?
-
78. The courses students have taken in high school and the level of success at which they have completed them.
-
79. Uniformity of high standards is essential.
-
80. Too much weight is put on the CSAP and I don't feel that it is a very valid test, since it does not track an individual student's performance from year to year.
-
81. ACT is the primary test in which kids try to do well, yet the ACT doesn't align with CSAP or state standards. I don't want to teach the ACT but since colleges and students know it is important it is the only reliable and valid test out there!
-
82. A combination of portfolio and an exit exam including multiple formats is a more reliable assessment of true understanding and internalization of topics/skills.
-

-
83. Student participated in extracurricular activities or had a job.
-
84. Mastery test like Regents in New York state.
-
85. Not able to answer these questions at this time.
-
86. I think you need a combination of the above for a true picture.
-
87. Some kids have high test anxiety and do not test well. Others may have a reading/writing disability and don't do well on tests, but can do hands on activities and other things that you are not testing with. This is not fair to put all their education into one basket and then have them fail after 13 years of school on one test.
-
88. None of the above show in any way whether young people are ready for the responsibility of adult life, either the work place or higher education.
-
89. SAT, AP exams.
-
90. A "one test fits all" philosophy is faulty from the start; all children are not the same and do not have the same plans after high school.
-
91. Teachers know whether they are prepared or not.
-
92. SAT.
-
93. Community service hours.
-
94. How would CDE help ELL students for the workplace?
-
95. Performance on a writing assessment.
-
96. You need to have a body of evidence, not just one test. That is why all above methods are only somewhat effective.
-
97. An exit exam would be beneficial if it comes in multiple formats.
-

Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system?

1. Money! I feel it is ridiculous for the state of Colorado to spend the millions it will take to develop and implement a new comprehensive assessment system. It is ridiculous for us to continue to spend millions on the old CSAP system that is so flawed.
-

2. State-based tests are fine to see what every student should know in core areas but not in career and technical education. Different areas of the state focus on different things, one teacher cannot possibly offer the curriculum for every state standard to each student.

3. Professional development is inconsistent, principals do not evaluate their friends, some teachers truly teach, not all families support education or know how to support education, teachers need training in strategies and interventions, we are constantly given data telling us we are performing, but rarely given training, strategies and interventions as well as coaching to help us.

4. Parents will not support this.

5. Technology resources.

6. Make it relevant to the students, how does it impact them?

7. Lack of technology.

8. The time gap in returning CSAP precludes much of its usefulness in affecting student evaluation and instruction.

9. A comprehensive assessment system for statewide use is not possible. Inner-city Denver and rural Dolores have too much disparity to use a homogenous system.

10. Is the state the best judge of how to assess our students? Does the state have enough money to do it correctly and effectively, with TIMELY results?

11. I am concerned that we will spend much time and money implementing something that is flawed because it has not been adequately tested or piloted.

12. We have spent the last year working on formative assessments; we aren't ready YET for something else new

13. I don't believe Colorado should spend any more money on assessment. We should look at the socio-economic and transient populations of schools and put financial resources into the students' extra learning time.

14. Time to analyze what is being assessed (and how).

15. I am not convinced that teachers understand the value of a comprehensive assessment system, nor do they trust CDE to create one at the state level.

16. I see that there will always be obstacles just not ones listed.

17. We already have this in place

-
18. Not sure.
-
19. Time.
-
20. If it's on computers we don't have enough computers for the students in each classroom.
-
21. Standards are pretty new (unfortunately) to the teachers in my department, and should be very specific for implementing a new assessment system.
-
22. We are most worried about a computer based test. Will younger students finish a CSAP style assessment in time if they can't type? Will they just "click" through the test? The NWEA's were worthless for many students because they simply became lazy.
-
23. Standardized formative assessments are not based on individual need but on an easy way to compare one aspect of a student's ability.
-
24. Staff buy-in could be an obstacle. We do not really believe in CDE created assessments. They are expensive and seem pointless most of the time.
-
25. If this is computer-based, something will have to be done about the time restraints and/or computer problems we encounter on a regular basis
-
26. Cost of program.
-
27. It becomes a "one size fits all" when that will not work in the real world.
-
28. If the tests are administered by computer, allowances must be made for students who do not tolerate that platform.
-
29. Time is a major issue.
-
30. Teachers have to first understand the new standards and what they are expected to teach. They also need to shore up their instructional practices and have professional development in the 21st century learners. Too many teachers will take what they "used to do" and "tweak" it to fit the new standards. Leaving the 21st century skills behind.
-
31. Implementing is not the problem, relevancy of test items is the concern.
-
32. Until the powers that be recognize the need for assessment to be on individualized learning levels the assessment is useless. For example years ago we used MAPS and students were assessed at their own level and then compared to themselves at the next testing to show growth. My 5th grade students reading at a 2nd grade level are now assessed at a 5th grade level on Acuity and all they do is guess at answers and then hit "enter.." That data gives me absolutely no information about the learner and yet I am expected to teach to those students using that data! This is not only an issue for challenged kids but also Sped and ELL kiddos.
-

-
33. Again, this implies that all kids need to fit one mold at the same time in their lives. Success is a difficult thing to measure if expecting all to reach the same place at the same time.
-
34. I will feel prepared if I am trained and have support after the training. This can only be done if my school has funding and time to train me.
-
35. I don't think the state has, or should use, financial resources to implement a new assessment system.
-
36. My district is famous for trying to implement things when no one knows what they are doing.
-
37. State mandated testing that isn't funded by the legislature takes money from already lean budgets. Whatever system you choose make sure the state fully funds it. And make sure that we get timely results, not results that come back months later after the kids have already moved on from the class.
-
38. We do not have enough computers to make this a feasible part of daily instruction for ALL students.
-
39. The assessment system would need to account for all learning types and best assessment practices for each discipline. How do you standardize portfolios, etc.? Not all student work and achievement is readily converted into clear cut data scores and graphic representations.
-
40. CDE insist on keeping testing in March—that is a potential obstacle.
-
41. If it is more expensive, I see that as an obstacle. Other than that, the only obstacle would be just getting used to a new testing method and how to use it, which would be the case with anything.
-
42. The test will not be effective if it is not student-friendly for ALL students. Schools will be punished for students who do not complete the test.
-
43. Next year, due to budget cutbacks, the teachers at our school have less planning time - 1.5 min per students per week (high school level).
-
44. My school is also lacking the technology should such a comprehensive assessment system be computer based.
-
45. Not enough working computers.
-
46. Please understand my data reflects a background in SPED and Technology instruction.
-
47. Could use more support with students disabilities
-
48. Parents will, as they always have, be ill-informed about the purpose of the tests and will misuse data.
-

-
49. I do not want state formative assessments! I am a professional and I am trained to create formative assessment for my students.
-
50. Technology.
-
51. If schools are using NWEA they are already setup to implement an online assessment.
-
52. My district lacks the funding to provide schools with training and follow-up.
-
53. The current assessment system is so labor intensive and time consuming that anything would be better that requires less time of the assessment facilitators and teachers.
-
54. I can't even make sense of some of the new Colorado literacy standards. Can't imagine trying to prepare students to take a test fitted to these standards. PLEASE USE NATIONAL COMMON CORE STANDARDS FOR LITERACY AND THE ACT FOR COLLEGE POST-SECONDARY READINESS.
-
55. Time is always the most taxing in our district. CSAP takes far too long and gives our staff redundant feedback. Which they already have from other assessments.
-
56. Understanding the variety of needs of the students - a student that recently moved to the US from Korea or Yemen should not be measured the same as other students. Their intelligence is not accurately reflected from taking the CSAP, etc.
-
57. I believe that current economic needs would make this a difficult time to implement a new system, though I am sure my district would make a good effort toward that end.
-
58. When schools are over 90 percent free and reduced lunches and over 90 percent ELL, high transient population, homeless population
-
59. No value, we just administer the tests we are told to administer.
-
60. A lot of teachers do not want anything mandated to them.
-
61. I don't think that the state has a true handle on what the students need to know, or do know, and how to best measure that.
-
62. If the assessment is similar to the CSAP, the data is not received in a timely manner to use for the purpose of guiding instruction. The current CSAP takes 12 hours to administer to 5th grade students. It is unreasonable to assume 5th grade students will continuously show best effort throughout 12 hours of testing, therefore questioning the validity of the assessment.
-
63. We already have enough assessments to do that take away from instructional time.
-

-
64. Every child is unique and different. Where a child comes from geographically can greatly alter a child's ability to perform well on assessments. Aside from the intense amount of time, money, resources, and energy needed to design and implement a new assessment program, we also need to be thinking about how we can reach the needs of each child regardless of ethnicity, language, geographic location, etc. The language being used on tests as far as verbiage, vocabulary, etc. Is extremely important. How can we administer/design a test that actually gives us the information we are looking for without confusing the child in the process. They may know that answer, but are unable to show us because of confusion about language, lack of knowledge on how to take computer administered tests, lack of resources, etc.
-
65. We don't have the technology to support online testing.
-
66. State assessments have not been created to assess the levels of SPED students, and I feel they are somewhat of a waste of time.
-
67. This new system will require new courses, new books, and most importantly, a STANDARDIZED CURRICULUM. Since we don't have one in Colorado, students will fail subjects that have broader possibilities for teachers.
-
68. Tests becoming high stakes and then teaching to the test.
-
69. Why fix what works? CSAP does the job well.
-
70. I have worked in a school that takes their data collection/number crunching very seriously. The teachers are tired from so many meetings and so much focus is placed on the assessments that actual student learning has to take a back seat to "the test." Teachers don't have the energy to plan and teach when they are required to spend so much time looking at the data. Trying to implement even more is going to take even more away from the students and will most likely prove to be worthless in five years anyway.
-
71. Local control.
-
72. Teachers who refuse to get involved, learn about them, use them.
-
73. Concerned that we lack the equipment to implement an online assessment or manage portfolios.
-
74. I think the personnel and equipment are in place. What is needed is more follow-up and support directly in the schools. One training during a professional development day will not be sufficient for mastery.
-
75. Difficult to say what the obstacles will be since I do not know the nature and implementation style of the new system.
-
76. It takes time away from planning and teaching content to learn the form and methods of administering the assessment.
-

-
77. Your new assessment will be viewed as a terrific burden unless you drop some of the other assessment items currently in place.
-
78. I do not see how the timing would be very useful in general.
-
79. Teachers need effective training in use and design of tests and measurements. We are too often the victims of commercial companies that are only in it for money, not for student welfare and effective learning.
-
80. My school is progressive and willing to try new testing but I'm certain there will be some obstacles but I don't know what they are at this point in time.
-
81. CDE needs to make sure that they have the money, and intense training. CDE listed DIBELS as one of the assessments but proper training has not occurred. These assessments fall apart without the systems in place (CDE), district, school, and teacher level to support the understanding, background.
-
82. The best formative assessments are informal and closely tied to instruction, not mandated or designed by those removed from the context of instruction.
-
83. What good is a test when you do not get the results until after school has started the next year?, i.e., CSAP
-
84. One size DOES NOT fit all; a comprehensive assessment system does not allow for different needs of all children. Nothing the feds design and send down addresses the needs of all students. No, we will NOT all be reading on 3rd grade level by 3rd grade...what about the kids with "learning differences"; the kids born with Down Syndrome and other conditions? What about the kids born with only a brain stem? Who is to blame that the child with these conditions can't read on the 3rd grade level? Teachers? C'mon! Also, "No Child Left Behind."..when are parents to be held accountable? You've never read to your child? You use drugs in front of your child? You never read anything yourself? You devalue education verbally in front of your child daily? Why do you think public education is failing when you don't do your part? Too busy for homework, for the 9-week long assignment? Bogus. You need to be fined and punished just like public schools are, for YOUR FAILURE as a parent, sending us an un-ready component. Would Microsoft be denigrated for glitches due to imperfect micro chips? No. Yet we are expected to produce "factory perfect" students from "flawed components" due to parental neglect. NOT FAIR!
-
85. OMG! Already CSAP not only consumes ONE MONTH of instructional time, and an entire year of emotional energy. While the increased accountability has benefited ALL children, the method has crushed morale. A comprehensive formative and summative assessment system created and used on the order of CSAP chills my soul.
-
86. Please include diverse learners in a new assessment tool. If a student is blind, any online tool MUST be accessible-it must be tested by blind people, we can no longer assume tests are accessible because a manual say they are!
-

87. Lack of funding from the state.

88. I am sure it will cost a lot, but then so does the CSAP.

89. As stated above, MONEY and TIME, TIME, TIME!!!

90. If it is anything like CSAP--you have to "Teach to the test" not the standards and curriculum or needs of the students. This is very time consuming and a waste of time and resources that should be spent on the students needs.

91. Compensation for teachers (the experts) to provide input to tests/content.

92. Teacher buy-in to the assessment. Is it a test that is handed from the powers-that-be, or something that truly reflects instruction and student readiness?

93. Print budget restrictions.

94. Please NOT more state mandated testing that doesn't fit our community needs!

95. There is no adequate way to hold students accountable for the results of these tests, especially if they are used to measure teacher effectiveness.

96. Students at my school have no interest in more testing, and see no relevance to doing well

97. It would be "one more thing" we have to do.

98. We need technology to add more testing ability to our setup.

99. Main obstacle is state, state funding and lobbying by test makers who want a pencil-paper test which is truly out-of-date and too expensive.

100. We need to have more access to technology if that is going to be utilized.

101. It will just take a little time to get used to something new.

102. My school lacks the number of computer labs and resources to acquire/build new labs necessary for our student body (1900 students) and staff.

103. Why are we redoing this again? We keep spending millions of dollars on an exam that doesn't really do much but assess students on content they haven't taken (i.e. Chemistry for biology level students or high level math for students who haven't even taken that level). The test needs to test level specific otherwise the data is irrelevant which is how the current math and science CSAP is.

104. Time is already in short supply...adding more testing just takes more time from instruction and learning.

105. My answer to this depends entirely upon the kind of new assessment system to be developed. How can you ask this question when teachers do not know what will happen with CSAP?

106. We don't have 30 to 40 hours to administer a test like CSAP without significantly impacting our classroom and then waiting until next year to see the results.

107. Skepticism that data will arrive too late to do anything about results.

108. We are barking up the wrong tree. Please pay attention to attrition rates in high schools. Testing is not teaching. We are using many fine tests, but we are testing way too much. In January I gave more than 2 tests a week by state and district recommendations. My students suffered from the amount of time lost to testing that they could have been learning. I am very concerned at our current approach to spending exorbitant amounts on tests and not enough resources on learning.

109. Assessment being based on what is easy to assess rather than what students need to know.

110. Extremely negative feelings about the current assessment system.

111. Slowness of response because of keyboarding and lack of authenticity.

112. A computer-based test is developmentally inappropriate for K-3rd students, especially those with little to no experience with technology at home (especially students new to the district). The younger kids will not do well on these tests because of the format, not because of the content.

113. Our school has the resources and plenty of personnel. The problem is we have hugely varied levels of competence and no common language or understanding for what is currently in place. We also have a majority of teachers who fail to see the importance of data and lack of knowledge in evaluating data. Some screech and have tantrums when asked if they would share data. Assessment is pointless if we do nothing with the info provided.

114. An obstacle is always how our legislators wish to use assessment information.

115. We cannot afford to spend anymore classroom time testing!!!! I am a qualified to teach my subject area please allow me to do so.

116. We are already overloaded on tests that are not authentic. We can't afford more tests right now, either in time or money.

117. ANOTHER ONE! When do we teach?

118. In addition to states tests, allow teachers to have input on student achievement.

119. Summative assessments (like CSAP) are autopsies. By the time we get the results, the kids are in the next grade. Formative assessments that give immediate feedback would be best. My point is that another summative assessment would be a waste of time and money.

120. Why reinvent the wheel, AP Central has all the rigor and it is authentic.

121. Financial resources at other schools.

122. Having the technology infrastructure needed.

123. Connecting it to teacher pay is a very bad idea!

124. "Comprehensive" is a problem word. Can we really teach a lifetime of skills in four years? How are we to test for more obscure skills like analysis and creativity?

125. We have a lack of access to enough computers for students to do on-line tests in great numbers.

126. I feel that standards are great, and testing to see if we are approaching those standards are great. However, I feel implementation should be left to individual school districts and teachers to best know how to prepare their students.

127. Teachers' attitudes about being held accountable.

128. It is a bad idea so teachers will resist more state intrusion.

129. Not getting support from all parties involved.

130. Implementing a new, comprehensive assessment system assumes that such a system will actually benefit instruction.

131. Unjust use of assessments to evaluate teachers who work with alternative students.

132. Lack of technology.

133. It takes away necessary flexibility for the STUDENTS.

134. At high school, when are you going to assess the overarching HS standards?

135. I am looking forward to it!

136. That the assessment system/tool put into place will be as cumbersome and inefficient as what is currently in place due to successful lobbying or salesmanship by companies who have money at stake.

137. Teachers at my school lack "buy-in" to a CDE developed CAS.

138. As a mission driven school, simply having one set of State-required formative assessments may not match our goals and curriculum.

139. I have yet to see any assessment model that measures learning vs. facts.

140. How can the state afford this implementation in the wake of our current budget cuts?

141. Funding for the state.

142. With recent budget cuts, we have no money for a technology teacher. We are limited in personnel to actively work with teachers and to repair and keep up with technology problems. You'll have to reinstate funding for smaller districts.

143. As we do not know what the new system will look like, this is an "unfair" question. How will we know the obstacles without know what the tool looks like?

144. I am not sure what the obstacles will be at this time.

145. We are still working out the kinks in our summative assessment system. Why add another quite yet?

146. All schools are not equal. Although graduate requirements need to be consistent, the means to achieving these ends needs to be adjusted to fit the population of each school.

147. Implementing a new assessment system will impact teacher's ability to prepare students on the format of the test as well as their abilities to prepare students on the content to be assessed.

148. What information (i.e., similar to released items now) will teachers have to help prepare students? How will writing be assessed with an online system? What about short constructed response in math, reading, and science?

149. Any computer based comprehensive assessment system will be culturally/socially biased, and shut out marginalized populations.

150. I feel that there is not time enough to EFFECTIVELY implement a new system within the structure of our calendar year.

151. My school can't purchase copy paper and other necessary supplies for daily work at this point so how in the world will we afford training? Student achievement cannot go up when teachers don't have the supplies they need to conduct the lessons they have designed.

152. I am not sure how qualified people are in our district. This year we had a huge turnover in administration.

153. If students are not held accountable, their test results are meaningless and cannot be used to evaluate them or teachers.

154. Who is paying for this? When do staff, teachers and ESPS find the time?

155. Typically, when any new system has been put into place, teachers are asked to "volunteer" to go to training, then train others.... All on their own time, which takes from preparing and planning of curriculum for the students they currently teach.

156. I don't foresee obstacles at my school as long as some state testing is taken off the table or exchanged.

157. Teacher resistance to standardized formative assessment

158. I don't think a statewide comprehensive assessment system (formative) is appropriate. What happened to local control? Why can't local districts develop their own system based on statewide standards?

159. I use formative assessments all the time, but not state ones. I'm a little nervous about the state creating formative assessments that may or may not necessarily complement the instruction happening in the classroom.

160. The test needs to be offered to students in their native language for those students who have been in the country less than 2 years.

161. Assessment systems need to be developed in a way that delivery is efficient, feedback is timely and accurate, questions are realistic and valid - developed by trained teachers currently in the classrooms, students must be held accountable to the results!

162. Assessments are not written to correlate directly with grade-required curriculum.

163. No support of the comprehensive assessment system by contracted instructors

164. Students have no buy-in to take such an assessment seriously if it does not affect their grade or progression through school.

165. STUDENT ACCOUNTABILITY!!!

166. All schools in the state having a common curriculum.

167. Lack of technology.

168. Time to analyze and discuss results AND respond accordingly through curriculum development and lesson planning.

169. If it is on the computer, my school does not have enough computer lab times to support it.

170. The state lacks the funding to develop, implement and maintain a new assessment system.

171. The data is easy to obtain from common formative assessments. We aren't qualified to analyze it though. No technology or qualified support to mine the data.

172. Access to computers.

173. The district expects teachers to do it but don't understand it themselves and don't know how implement it effectively.

174. I am unclear how a comprehensive assessment system would apply to art.

175. Time - too much testing and not enough on instruction.

176. The following article summarizes my concerns fairly accurately. Please read it:
<http://www.truthout.org/teacher-accountability-its-about-time58698>

177. I don't foresee serious obstacles as long as the new assessment replaces the current assessment rather than adding to what we do already.

178. The test needs to be valid (test the content not the process of test taking) and results need to be more timely.

179. If education is differentiated and individualized, then statewide, common formative assessments will not accurately measure student learning.

180. There are a variety of teaching styles which leads to a variety of ways to word questions on an assessment. If my students are used to my wording when they work on homework but take a state or district assessment many of them would be confused and would score a lower grade than they would if I had written the test.

181. Resistance to the loss of local control.

182. Comprehensive assessments are not fair to special education students.

183. Teachers seeing such a test as not assessing above grade level (gifted/advanced) students, so results are often meaningless.

184. How do we do this with special needs students, who are already at a disability, before taking a test?

185. Test will not be valid or reliable.

186. Seems like all we do is assess. Would love to teach.

187. Colorado Legislature is NOT on board with any of this and insist on pursuing Charter School concept.

188. Determining whether or not you are justly addressing the various learning styles of all students.

189. Teachers don't have the time to TEACH in and amongst the heightened time requirements for all this testing...nor the time to input data, or study it, or use it to inform instruction.

190. The assessments we are currently using at our grade level are specific and effective to my student's growth. Why would we re-invent the wheel again and be trained to something which might be less effective?

191. The writing makes me nervous. I know it is expensive to do a writing prompt, but without it, what will happen to writing? Will students write or just do what is on the test?

192. I don't know enough about it at this point to say.

193. I think formative assessment is best done by the classroom teacher, not district or state entities.

194. Do not have enough computers available to test everyone in small window of time and still have computers for instruction.

195. My district lacks the resources to provide adequate training, data crunching, and computer access.

196. The main obstacle is time! We need an updated, comprehensive assessment system that does not consume extended amounts of instructional time, such as the DRA2 does. It takes 5-6 weeks of a reading block to assess a classroom of students with the DRA2, and all that instructional time is lost! 3rd graders have to do this twice a year, which amount to an entire grading period of instructional time instead being devoted to assessment.

197. Availability of computers.

198. Money used to develop and implement a new assessment program will take money away from needed classroom instruction, money for more teachers to reduce class size, etc.

199. It would take away from class time. An assessment would need student by-in, unlike CSAP, to be effective.

200. The assessment should measure individual Career Readiness not school performance!

201. A comprehensive assessment system is NOT necessary for formative assessments. Summative assessments only. Please.

202. MONEY, where does it come from to make the tests and train the teachers?

203. How much testing will we be doing/ I am VERY concerned that the testing takes a great deal of time away from actual teaching!

204. Class time is strained already with trying to cover the number of objectives that are required. More testing is more strain on teaching time.

205. Teacher need to change get rid of tenure and they may be more apt to change.

206. Adequate computer facilities for the entire school to do formative and cumulative assessments with each class.

207. Time and money to CREATE the assessments - needs to be created in the district, paid for by the district and distributed to their schools.

208. We do not have the technology to do this efficiently.

209. Let good teachers do their job!

210. We do not have the computer capability in our labs. It is a nightmare just to do 9th and 10th grade MAPS.

211. There is no way to assess students who do not show up.

212. An experienced teacher like myself has trouble making wholesale changes to the way they have done things in the past. Not that change is bad, just wholesale change is quite taxing and not welcome to more seasoned educators.

213. Students need to be taught how to take a test on a computer, therefore, stronger standards in technology need to be made.

214. I feel that a comprehensive assessment system does not adequately assess the skills of each INDIVIDUAL student, it only allows one to see how the students compare to one another. And emphasis on only two to three subject areas discounts work that teachers in other "elective" content areas do.

215. Teachers need to be immersed in the new state standards along with training on the new assessment system. My district has not embraced the new standards at this time.

216. Lack resources (computers) to administer online tests with multiple groups w/in a short time frame.

217. Can't answer without more information.

218. Teacher resistance.

219. Are we talking about a new state summative assessment? A formative assessment? I don't know how to interpret the question.

220. The state just cut 320 million from K-12 - that seems like a huge obstacle to implementing a NEW assessment system.

221. Computer reliability issues- equipment functioning and students ability to access tests at similar pace to "stay together" through the directions/expectations set up.

222. Implementation of a NEW state assessment system will have obstacles, but those can be overcome.

223. Time.

224. The union's fear of a transparent system of accountability—for far too long exceptional teachers have not been fairly compensated for high growth and ineffective teachers and principals have kept their jobs.

225. Assessment drives instruction, and a pervasive, comprehensive system creates an overt top-down accountability rather than bottom-up...a method that honors teacher professionalism and local ownership to meet clear expectations.

226. There is no accountability for parents and students; we've placed it all on the backs of the teacher.

227. I would need more specific understanding of what this "really" means.

228. We need a new assessment system - CSAP is too expensive and the data is not timely.

229. Having the student try their best since there are rarely any real consequences for their performance.

230. Until the state is willing to tie the diploma to student performance on state mandated assessments this whole exercise is meaningless.

231. Teachers unwilling to learn new materials.

232. Time to give, evaluate, re-teach-, re-test and keep up with ongoing curriculum.

233. This is great for certain subjects, i.e., math/science; not so for English/Social Studies—let us teach!!!

234. The State of Colorado lacks the financial resources to implement a comprehensive assessment system.

235. Sounds like a big plan but where do the finances for this endeavor come from?

236. We are rarely given time to effectively implement anything new. It's usually a last minute scramble with little support.

237. There is not enough time, funding, or any other necessary resources to implement this "comprehensive assessment system."

238. There are so many methods of instruction across the state that it is difficult to settle on one set of information being the uniformly most important.

239. If online we do not have enough computers.

240. One of the biggest obstacles I see is teacher belief in a new system. There is so much negativity associated with CSAP that I believe it is going to be a monumental task to get teachers to believe in a new system. Unless there are student consequence associated with a new system I don't think teachers will buy into it. Perhaps a tiered higher Ed tuition system tied to results, or available scholarships. Perhaps the legislature should consider implementing a system in which employers check student attendance, grades, and test scores.

241. The students have no stake in their performance on comprehensive assessment systems.

242. If "comprehensive" means one-size-fits-all, that will not get an accurate picture of what ALL students know.

243. Training and practice before actual implementation, timelines clearly defined for assessments,

244. ELL students are often tested with the same tests that their peers are taking, even though they can't speak the language. This is not fair to them ,and does not measure anything, except the amount of money we spend on the test.

245. Time, consistency, value.

246. Teachers at my school don't like change.

247. Teachers will not really cooperate unless they feel the assessment system is valid and effective.

248. The current assessments are only for English, math, and science. The rest of us have been left behind.

249. My school lacks the personnel with "know how" to train teachers to implement a new assessment system. Timing is hard on our teachers, as they will be learning new standards, which in turn means they will be creating new curriculum, followed by implementing to formal assessments to guide their teaching and monitor student progress.

250. Testing wastes instructional time.

251. Not enough technology resources.

252. We don't have the technology to implement a computer based assessment program.

253. Resources are needed to help students succeed. We can give test, but need remediation support to help those students who are not making gains. That is were the money needs to be spent.

254. I am concerned about the cost of such a program when we can't even get a COLA.

255. No released items—don't know what to expect to prepare students.

256. My school lacks the availability of providing enough technology to implement a comprehensive assessment system.

257. Would like to see what that would look like in term of time it takes, content, training, and support?

258. Communication of plan and training.

Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system?

1. Do not have a standardized system.

2. Money for the school to provide the support needed and release time.

3. Not sure.

4. Instead of threatening us and assuming we don't care, take into account those of working at the hard schools, we won't get big results, so pay scales based on results won't reward us, but that doesn't mean we are bad teachers. Look at the odds we are up against, yes my kids score lower, but that doesn't mean that is because they have experienced bad teachers and therefore a good teacher will get them up to grade level. It takes a village, they have to change, their parents have to change, instruction across the board has to change. Teachers aren't terrible people, but I feel like we are under the gun, the easy people to blame because our system isn't working.

5. Technology resources.

6. Funding for technology.

7. Special training for new teachers is a must.

8. Timely return of results; if teachers are grading assessments, they need to be provided extra time to do this.

9. CDE must have a cogent picture of the current CO high school and its students. We are not in the 1950s anymore. There are so many factors in my students' lives that are distracting them from performing at their best in my classroom.

10. Professional development is often poorly conceived and poorly administered. This need not be the case. Our teachers desperately need strong instructional coaches to help design and implement assessment as well as curriculum.

11. Enough WORKING computers for every student to complete the assessment.

12. Trust that we are working with our students because we want them to be successful. After all they will be the ones that will be taking care of all of us in the future. It is essential that we do our job to ensure our future.

13. Time and money!!!

14. Time.

15. Time to do the work during contract times. I'm burned out--taking home 3 hrs of work just to survive. Planning times are just more meeting with very little accomplished and are being shortened in time. There is no longer a personal plan time that allows you to prepare lessons or to do the front work to implement the latest idea from a previous meeting. We all would like to do these things, but when are we given the time to do it?

16. Again, gather assessments that are already being used successfully by classroom teachers and use them for people to choose from. Please, please, please no more useless coaches.

17. But, who will pay for this...schools certainly don't have the funds.

18. Train existing staff or District Office Personnel.

19. Time to work on good assessments..

20. Funding for the technology hardware we need to make use of other resources.

21. I think it would be best to just train one person per district and have online resources available. I think it would be very expensive to pay for training for everyone.

22. More planning time - our planning time has been reduced by half for next year!!!!!!!!!!!!!!

23. Better access to technology.

24. Don't need training on summative tests and do not want state created formative tests.

25. More technology.

26. Tests should be compatible with different classroom response systems or clickers

27. Worried that you will not be able to appropriately fund what you are trying to do.

-
28. I have no idea - I think there are a lot of flaws in the testing system and I don't know how to fix it. One suggestion is to test students upon completion of a course, not on completion of a grade.
-
29. Grade-level professional development and getting with others in district in our grade level, out from our building.
-
30. The time to learn and use the new information.
-
31. It would be great to actually be given data and be told exactly how to use this to improve classroom instruction. I have 30 kids in a class, so finding out that three students are deficient in one area isn't useful if I don't know what to do with this information.
-
32. Exemplars and sample items available online.
-
33. TIME! Too often I need to learn, organize, and evaluate new things on my own time.
-
34. Skills demonstration with the coaches, with REWARDS.
-
35. More computers for our school, if they are needed for the test.
-
36. Training in the effective use, design and evaluation of assessment instruments.
-
37. Build strong assessment systems at all levels first. Do not assume it is happening even though many say it is. Data must be " valid" to make a difference. Data also needs to be easy because teaching is the most important piece.
-
38. All of these are good suggestions and supports: what part does "teacher/gut instinct" play? They are children, not numbers!
-
39. Support personnel.
-
40. I disagree with a state implemented, comprehensive assessment system. Standards, benchmarks, norms, guidance and ONE user friendly, efficient assessment in which the results are available immediately is enough.
-
41. Time and money.
-
42. Paid Time for training!!!!
-
43. Need more time to work on assessment.
-
44. Continued professional development to assess the quality and effectiveness of the assessments and the training.
-

-
45. How can I answer this, when I don't believe that any assessment developed without attention to individual students is effective.
-
46. Implementation is not the issue, student buy-in is the issue, all the best tools will not make a student try hard.
-
47. This is only as effective as the person who trains others; usually burned out teachers.
-
48. Functional computer labs.
-
49. Extended contract time so that I don't have to be out of my classroom for training.
-
50. On-site coaches who are colleagues -- fellow teachers who have had training to pass on to the rest of us.
-
51. Really making the test more specific so that all we have to do is teach our subject matter and teach it well for students to succeed. Then no training is needed as we are already trained to be good teachers.
-
52. This depends upon the kind of new test that replaces CSAP.
-
53. We've got plenty of tools. Let's teach joyfully. Let's limit the amount of testing we do and get down to doing what we need to be doing - teaching, learning, growing, thinking, analyzing, evaluating, synthesizing, and constructing.
-
54. Time to learn how to properly assess, read results and plan based on findings.
-
55. Real training, not one day workshops that then get forgotten. Real training, not throwing a bunch of stuff at us and then walking away. Real training, not inept presenters who are never there for follow-up.
-
56. Providing more funding (giving us all that is needed, requiring none of our district, which is broke as it is!), giving us personnel to implement the non-online administered test scores into a computer system.
-
57. Time to practice!
-
58. Just don't do it.
-
59. Time, modeling of practices by experienced professional.
-
60. Funding and time.
-
61. Training or guides on how to interpret results and where/how to change instruction based on results.
-

-
62. The targeted professional development should be facilitated by AP Central. The best training I have ever been a part of.
-
63. Special ed practices.
-
64. Time to collaborate.
-
65. Time to plan for the implementation.
-
66. Checks and balances must be in place for underprivileged students and under-represented materials.
-
67. Financial support.
-
68. Sample questions to give concrete examples for standards.
-
69. Time, Time, Time. Teachers have so much on their plate right now.
-
70. Do not create a comprehensive assessment system.
-
71. Again this assumes that a "new, comprehensive assessment system" would be effective, which may not be the case.
-
72. Providing the appropriate resources.
-
73. Less assessments.
-
74. Using a proven assessment such as NWEA MAP tests.
-
75. TIME
-
76. Just like students, educators learn skills differently so multiple implementation tools should be available.
-
77. Mentoring.
-
78. TIME!!!!!!!
-
79. Materials, such as available computers to make access quick, easy, and familiar.
-
80. Show how it affects all students, especially students with disabilities.
-
81. Specific examples of what will be assessed.
-
82. Funding for updated computer technology staff and equipment.
-

83. "Released" items.

84. TIME - build in extra days, in which teachers are required, and paid to be there.

85. I can not evaluate this without more information on the complexity system.

86. Live support staff to walk you through when you need it.

87. Examples of proficiency, rubrics.

88. Time, Time and more time. Most schools spend an hour or 2 "showing" the new item with absolutely NO time for practice and THEN implementation.

89. Really depends on the type of new assessment.

90. Professional development paid for and provided by the district and state.

91. Time to plan and use information when we are teaching more classes and more students!

92. I think targeted professional development could be helpful, but I think it should be determined by each school.

93. Students must be held accountable to the scores!

94. Compensation.

95. Clear information on how each grade level assessment correlates with the district curriculum.

96. Have consequences for students to motivate them to take the assessment seriously and to do their best.

97. Who is going to pay for this??? The state took back \$325 million dollars - are we going to have a bake sale?

98. Regardless of the kind of support CDE provides it has to be accessible to us. Too many training sessions occur in the Denver area which means a 5+ hour drive for us, one way. Online training would be much more cost effective and we could hopefully fit it into our school's schedule.

99. Release time.

100. With the current budget cuts and teaching six classes next year it would be best if you just had CDE people come to the school to test the students.

101. Extended school year with additional funding provided to pay for this.

102. Coaches must be available to meet and support teachers during school hours and to help solve issues.

103. We don't have time to address the data. Our district is sophisticated but our common formative assessment data is in a drawer in my office because I'm not qualified or able to take the test results and analyze it. We can't hire a data freak to analyze thousands of questions on common exams every semester.

104. Exemplars, sample tasks that demonstrate proficiency.

105. More computer labs.

106. Financial resources for small/rural schools.

107. More time in the day OR more pay if you are going to put more things on our already heaping plates.

108. Released time and/or summer instruction with compensation.

109. TIME AND MONEY!!

110. Paid time for teachers to collaborate on implementation and evaluate the effectiveness of the new assessment "system."

111. More planning and grading time to gather and use the data, as well as collaboration time to discuss with my colleagues.

112. Time and money.

113. Release time during duty day to learn about it.

114. Making students and parents accountable for attendance and outcomes.

115. Coaches are somewhat ineffective at most schools in our district.

116. More funding for computers / hardware, training on processing the data.

117. Since you haven't described anything that sounds different than anything else a state test might look like, it's sort of an insulting question. Do I seriously need to be trained on how to give a computer-based test? If you can't give the results back in a timely manner, then I don't even need training on interpreting the data, because it's virtually useless as a tool for improving my teaching.

118. Time to become familiar with system.

119. Time to learn and implement the assessment system.

120. PAID TIME to deal with the data, and PAID collaborative planning time, and TIME TO TEACH the skills tested.

121. Is it really necessary to change what is working?

122. Make it as real as life. Be able to use tools (dictionary/charts) like they can in class. Make it shorter. CSAP is good, it is just too long.

123. We need the time to study the system and work as teams within our schools to figure it out on our own for what's best for our own individual schools.

124. Time and being paid for time spent implementing

125. Train teachers to effectively develop formative assessments and use the data to inform instruction aimed toward state standards.

126. Teachers will embrace what they believe in. Teachers do not believe in losing instructional time to massive, lengthy assessments. The CAS needs to be created in a format that is valide and reliable, but also realistic, usable in a timely manner.

127. TIME

128. Only necessary to develop a comprehensive assessment for SUMMATIVE assessments.

129. Financial - computer lab updates or funding.

130. Having assessments to choose from available and ready to use when needed.

131. Complete and specific examples of test questions aligned with standards.

132. Effective professional development!!!

133. Time / compensation to write them and rewrite them until they are really useful.

134. CDE will be in a time-crunch to get it out and to train us- Will the test created really tell us anything?

135. Help/time with more and more being added and changed every year.

136. Money and resources.

137. See number 13.

138. It depends on the system.

139. Modeling how it should look and some of the decision making process.

140. TIME!!!!

141. More access to technology.

142. Released items to "teach to the test."

143. How complicated can it be? The CSAP training model work fine. Train the district data person who in turn trains district principals who in turn train their staff.

144. Time to work collaboratively with grade level teams.

145. I hesitate to check any of these because we haven't ever fully funded any educational change.

146. A specific set of expectations, which are actually relevant to STUDENTS IN THE CLASSROOM.

147. Develop an assessment students find essential to their continuing in school.

148. Funding.

149. Why are we considering more standardized testing?

150. Improved technology at our school to allow students and teachers access to technology for testing, etc.

151. 50,000 signing bonus.

152. More teachers/staff to do the additional work required.

153. Rubrics available on-line before the tests begin.

154. More computers would be needed at our school to implement this online.

155. Time is needed to understand what are the goals. Then looking at how our instruction can help our students achieve those goals.

156. More time to work with fellow teachers, individual students, and preparation for instruction would be the tools needed to effectively assess students "comprehensively."

157. Train two trainers on our staff to train our staff with fidelity

158. A comprehensive testing system is impossible. Children are too different, come from varying backgrounds, have different life goals, and all have different challenges. Good luck. This search for one umbrella of accountability is a colossal waste of time and money!

159. Students need to have valid reason to want to achieve high scores with the assessment system.

160. I think this plan is a ineffective and a waste of time.

161. Time

162. It really doesn't matter what we have to say as teachers because this is just another tool to villify and place blame on them. The underperforming schools will still underperform. LET THE TEACHERS TEACH. THEY WERE HIRED TO MAKE PROFESSIONAL DECISIONS SO HOW ABOUT RESPECTING THE DECISIONS THEY MAKE. ALSO HOW ABOUT THIS NOVEL IDEA, STOP RUNNING SCHOOLS LIKE A BUSINESS AND LET TEACHERS, NOT POLITICIANS AND BUSINESSMEN, MAKE DECISIONS ABOUT HOW SCHOOLS ARE RUN!!!!

163. The state of Colorado needs to fund these projects if they expect them to be used.

164. It's like going through the buffet line when you're hungry; you overfill your plate only to find you have room (time) for 1/2 of what you can manage.

165. I would like support in teaching, not testing

166. The necessary funding to properly implement the system, including paying teachers for the extra time required to evaluate results and adjust instruction.

167. More and more reliable technology resources.

168. Belief building in the value of CDE assessments.

169. TIME!!!!!! COMPENSATION FOR TIME AND EXPERTISE.

170. It is best to have hands-on training.

171. TIME.

172. Substitutes should be provided so the PD is not expected on our own personal time.

Which of the following modifications do you currently make to classroom assessments to help English language learners?

1. SIOP

2. Graphic organizers, framed paragraphs, outlines.

3. I do not currently have English Language learners.
4. Read questions out loud so I can repeat the question in simplified language.
5. Do not have any ell students this year.
6. Translation to the student's native language.
7. A few KEY words in their first language.
8. I do not have any ELL students in my classroom, we have a specified ELL teacher per grade.
9. Increased amount of time, focus on the purpose of the assessment.
10. One-on-one assistance; oral reading.
11. Giving directions when necessary in their first language when possible.
12. Don't have any ELL students.
13. Extended time.
14. Teacher read directions and teacher presentation (oral).
15. Test is chunked into: Do individually, do individually with notes, do with help of a peer, do with a peer and notes.
16. None of my students are ESL.
17. No ELL students in classes.
18. Extra time.
19. Extra time to complete tests.
20. N/A
21. No ELL students.
22. Extra time.
23. Word walls, Vocabulary, Vocabulary, Vocabulary.
24. Repetition and time spent on building concepts and strategies to improve understanding.

-
25. Instruction at reading grade level.
-
26. I have not had any English language learners in my classroom.
-
27. Pictures and Relia.
-
28. Concrete experience, such as real examples; activities such as labs.
-
29. Does not apply to our school.
-
30. Access to vocabulary and a strong foundation of ELL strategies are key.
-
31. White space for drawing pictures to help them remember new vocab, lots and lots of Realia, pictures, photos and samples.
-
32. It varies depending on the students' needs each year.
-
33. TPR/Chunking directions/oral planning first of paragraphs/Extra Time/One-on-one support from me-our EL teacher does not support our ELL kids.
-
34. Modified rubrics.
-
35. Spanish to English comparison.
-
36. Have used all in the past but not currently in the classroom.
-
37. Spanish language comparisons.
-
38. Colored overlays.
-
39. Allow another testing room and LEAG liason supports and proctors.
-
40. One of my Gr 10 students (moved here from Mexico two weeks ago) has had no English instruction - he is using the Spanish language version of our text and assessments must be orally done with translator.
-
41. I have no ELL students.
-
42. Best Practices in ELL as listed in SIOP, for example, Realia, pictures.
-
43. Get materials in their native language along side english materials.
-
44. They test in an accommodated room.
-
45. Review testing process, test item examples, check for understanding and application.
-

46. SIOP model.

47. Teaching Physical Education does not require a lot of extra modifications.

48. Sheltered Instruction of concepts (SIOP).

49. Extra time. Extra support.

50. Extended Time- Oral reading of test questions.

51. I have no ELL.

52. Extended wait time for answers.

53. Do not have english as a second language in my classroom.

54. I have no ELL students.

55. Many graphics, colors, illustrations, etc.

56. More small group/one on one instruction.

57. Translations of key words, examples given to show directions

58. Additional background knowledge of the subject taught.

59. Help with reading of test by teacher when not a reading test.

60. I have none.

61. I don't have any English language learners at this time.

62. N/A

63. Illustrations, hands-on activities, "tell me back" what I said, etc.

64. Allow some pre writing to be done in native tongue. Pair students with non-ells. Whole-language approaches versus phonemic/phonics.

65. As specified by ILP and ELDP goals

66. I currently have no ESL students.

67. Graphic organizers and working with partners.

68. I also do a lot of verbal testing as lack of reading skills play a role in low test scores.

69. Individual help or tutoring/mentoring.

70. Reading it aloud.

71. Do not have any ESL at this time.

72. Non-applicable

73. I use A LOT of visual aides in my math class. Helps not only the ELL but all students.

74. Do not have any ESL students currently

75. Send to our ESL teacher.

76. Teacher-read directions

77. Oral assessments, directions, teacher-student interaction, discussions, explanations, human interaction

78. Fewer options on multiple choice questions.

79. One on one instruction.

80. Use of different colors for the marker board.

81. Extended time, individual tutoring with that student during an assessment.

82. I have no ELL students.

83. Hands-on activities, focused instruction-the teaching of key concepts.

84. They go to the ELL teacher.

85. N/A

86. Have students watch then try it for themselves.

87. Avoid slang phrases.

88. Increase time, if necessary; interpreter as needed.

89. Word bank.

90. How about write it in their language and allow them to answer in their native language. Honestly if the goal is to assess their true mastery of the content why on Earth would we expect them to take the test in English? Once again the test is not specific and is a one size fits all which just isn't reality in our schools. It's ridiculous. The CSAP, as it is, is just one huge waste of time that results in no value in changing or impacting instruction and gives nothing back to the students (in way of understanding themselves better) and gives little valuable data because it is so level crazy (again kids who haven't yet taken physics or chem taking a test on those topics....of course they don't know!).

91. I do not have ELL students this year.

92. I have no English language learners at this time.

93. Modified questions on tests, extended time, auditory testing.

94. Limited choices on multiple choice.

95. Writing conferences.

96. Text at the student's reading level not necessarily grade level.

97. I do not have any ELL students.

98. I don't have any ELL students in my class this year.

99. Spanish books and tests

100. I have no ESL Students.

101. Not applicabl—ELL students are placed in classroom with teacher who speaks Spanish.

102. I currently do not have any English language learners in my classroom.

103. Oral presentation of assessments.

104. I talk to them one-on-one.

105. Word banks.

106. NA

107. Na

108. Underline key words or numbers.

109. I do not have any English language learners at this time.

110. Oral presentation and responses, performance tasks.

111. Word banks.

112. Follow up to ensure understanding.

113. Currently I have VERY few ELL students.

114. Bilingual exams.

115. Oral administration.

116. Allow them to respond in their first language.

117. Extra time to complete assessments

118. Time and individualized modification. I will give more time, and I will tell the student what I want her to learn and ask her how she thinks she can best demonstrate that learning. We create the assessment together. I do that with each student who has a need.

119. I teach music to small classes with no ELL.

120. Does not apply.

121. Not a classroom teacher.

122. Additional time.

123. I do not test these students.

124. Oral instructions.

125. I am unfamiliar with the modifications that are used.

126. Extra time.

127. Modified assignments and expectations.

128. Modified time and the ability to ask clarifying questions.

129. No ELLs in class.

130. TRANSLATED VERSION FOR NEWCOMERS.

131. Scaffolded lessons.

132. I have no English language learners at this time. I have only had one in the past 20 years.

133. Chunking text into smaller sections and putting questions after each section.

134. We use a lot of the SIOP strategies - video, building background knowledge, visual organizers, etc.

135. Do not have ELL.

136. Motions and movement, drama.

137. I do not think there should be any modifications---if they are going to show competence on our tests then they should take them like everyone else---they should learn English before they are thrown into the classroom and tested

138. I do not have any English language learners at this time.

139. Anything that helps them to be successful.

140. Assisted reading.

141. I have not ESL students at this time.

142. Assessment may be read to students with limited English. Students may also be provided with extra time. Test items may be rephrased to fit student's language levels.

143. Translations on important tasks for the initial phase of language acquisition.

144. Extended time.

145. Many children need language supports, not just English language learners. Your suggested modifications demonstrate profound ignorance of what is necessary.

146. Access to a bilingual content dictionary in their native language.

147. Does not apply - I don't have ELL.

148. Graphic organizers, word walls, note booking, share and oral discussion time, etc.

149. Word banks, leveled reading texts, front-loading content.

150. I do not teach ELL students but I have used all of the above in previous years However, these are good strategies for all learners if you are differentiating.

151. Access to word walls with definitions and graphics of important concepts, verbal conferencing with students to allow them to gesture or explain ideas.

152. Performance based daily monitoring notes on student performance of a particular teaching point with Relia and key vocabulary.

153. Relia

154. In kindergarten most assessments are anecdotal in nature, given verbally where a child explains or shows his or her thinking.

155. Oral presentation.

156. Use of www.voycocabulary.com, google translation tools, sparknotes.com, and my own Web site.

157. Model, demonstration, reading the instructions or test, translation.

158. Increased teaching of academic vocabulary to include visuals with the vocabulary.

159. No ELL needs in my classroom in the past 10 years or more.

160. Research shows that it takes 7 years for language acquisition so testing does not always show true all knowledge.

161. I consult with our ELL teacher and modify as suggested. If a modification is good for my ELL students, then I presume it is good for all of my students and the 'differentiation' is in place for all.

162. Extended time.

163. I don't have any English language learners.

164. More time.

165. Extended time, use of native language when appropriate, bilingual dictionary, focus on understanding key concepts.

166. Implement multiple teaching/learning modalities.

167. Individual support.

168. TRP

169. I don't have ELLs.

170. Synonymous speech.

171. Word walls, SMART board lessons, hands on with manipulatives.

172. I have no English language learners.

173. Orally presented to supplement the reading.

174. All of the above.

175. Tested in a separate classroom.

176. Extended time and one-on-one instruction.

177. Extra time.

178. Small group instruction, reading directions, more time.

179. Extra time for completion of all work

180. I don't have any ELL in my class.

181. Teach the unit backwards and the Visualize/Verbalize program.

182. Extra time, teacher-reading of questions, Spanish CSAP in third grade.

183. I currently do not work with English Language Learners.

184. Individual help as my student population are in advanced level classes with high English proficiency.

185. Don't have ELL students.

186. Have none at this time.

187. I don't have ELL students in my classroom.

188. Clairification when needed.

189. Material read aloud and extra time.

190. Modeling.

191. More time to complete, pairing with other students.

192. Oral presentation, teacher read directions, glossaries, multi-modality presentation

193. Accommodation form

194. I read it to them

195. Does not apply

196. We have a great team of ESL teachers that assist.

197. Realia that shows and/or demonstrates in 3-d.

198. No ELL in my class

199. Reading/repeating the directions and/or test items. Slower, more enunciated speech during teaching and assessing, word to word dictionaries All this depends on what's being assessed.

200. Any thing else the child needs and I can provide.

201. We also use one on one strategies.

202. Word walls

203. Use of F1

204. Accommodate according to individual need

205. Modifications made by support people.

206. I do not have any ESL students

207. Our ELL students are assessed with the ESL instructor.

208. Teacher read instruction or exam

209. Increased time.

210. Word walls

211. Bilingual materials.

212. Alternative assessments.

213. Realia

214. Partners, small groups.

215. PEER TUTORS.

216. Verbal support during the test to add hints and definitions, and direction simplification.

217. Translation into native language - depending on the content area.

218. Word Banks of vocabulary from the unit without definitions.

219. Visual aides, time to restate the directions and give opinions.

220. Read to except for testing reading.

221. I don't work with ELL.

222. Clarification in Spanish.

223. I do not have any English Language Learners.

224. District created assessments are not modified to accommodate English language learners.

225. Extended time if needed.

226. Oral testing.

227. Color code instructions on board.

228. We have not had time to modify the assessments because we just wrote them this year.

229. I have no ELL students.

230. I do not curently have any ESL students.

231. Read items to them when requested or translate a word if requested.

232. I haven't had any ELL learners.

233. I speak Spanish and if that is the language they understand, I will explain to them in Spanish.

234. Ability to act out things to show understanding or point to things they don't know the "name" of to say or write.

235. Word banks.

236. NA

237. I haven't had an ELL student in YEARS!

238. Use of the ESL department.

239. I read the directions and provide extra time. I think it is vital to provide extra time for ELL. Perhaps there shouldn't be any time constraints for any students.

240. Pictures, manipulatives, demonstrations, partner work, volunteers, one on one books on tape.

241. I have no current ELL students.

242. One-on-one instruction.

243. (ASL) Signing the questions or videos showing caption and sign language is most effective.

244. Adjusted grading.

245. One on one or small group help.

246. Added time and one-on-one help with language.

247. Translations of content.

248. Selected vocabulary.

249. Whatever their freakin "plan" dictates...like we have time to do this!!!!!!!!!!

250. I don't have ELA students in my room most of the time.

251. I do nt get ELL students.

252. I do not have any ELL in my class.

253. Translation.

254. Extra time and one-on-one proctoring.

255. I do not work with English Language Learners.

256. Working with a partner.

257. Anything that I find they need as they learn and become efficient in the second language, English.

258. I am not the person who makes these changes so am not aware of what we do in that detail.

259. Interpreter.

260. Read the directions, ask questions, paraphrase questions, scribe answers.

261. Read aloud.

262. Lucky enough that this is not an issue.

263. Clarifying directions.

264. Work one on one.

265. I do not have any English language learners in my class.

266. Students that are nonenglish or Limited English should NOT be tested until they are Fluent in the language.

267. Pre teach, read aloud directions, no reading fluency tests for beginners (they are trying to get through accents and don't need to be rushed),Listening for directions and tracking progress, portfolios, checklists, and choices.

268. I maintain high expectations and they have to catch up, and they do. Zero modifications/High expectations.

269. Tests written in Spanish.

270. Varies by student need.

271. Classroom assessments are performance based and occasionally increased time.

272. Cooperative teams/Role modeling/Partner work.

273. Extended time.

274. Don't really have ELL students.

275. Word banking.

276. Graphic organizers.

277. I don't have ESL students.

278. No ELL kids in my class.

279. Words posted on classroom walls.

280. Oral presentation if it's not a reading test.

Which of the following modifications do you currently make to classroom assessments to help students with disabilities?

-
1. Graphic organizers, framed paragraphs, framed outlines.
 2. Extended time, read directions aloud, scribe-as needed, read math problems aloud.
 3. It depends on the modifications each student needs.
 4. Read questions out loud so I can repeat the question in simplified language.
 5. Disabilities can include twice-exceptional students specifically the g/t population. This given list does not address them.
 6. Increased time amount
 7. It depends upon the disability and what the individual child requires.
 8. One-on-one assistance; extended time; other accommodations as indicated.
 9. Teacher read directions.
 10. Additional time to complete an activity, pair the student with an adult or high performing student.
 11. Extended time.
 12. Teacher read directions and teacher presentation (oral).
 13. Test is chunked into: Do individually, do individually with notes, do with help of a peer, do with a peer and notes.
 14. Repetition of concepts.
 15. Written directions for hearing impaired.
 16. Any other accommodations/modifications currently on the IEP.
 17. Audio files of test questions for students to listen to.
 18. Extra time.
 19. Extra time.
 20. Any per IEP needs.
-

21. Extended time. Separate setting testing.
22. N/A
23. Dependent on the individual student needs.
24. Extra time, oral presentation/explanation.
25. Read the exam to them and if necessary scribe for them. Also give them extra time.
26. Extended time, teacher-read directions.
27. Same as above. The concepts and the strategies MUST be repeated over and over in a variety of ways to have the knowledge move from factual to functional.
28. Done one on one and orally.
29. Teacher read directions and teacher read questions/responses.
30. (I have a visually-impaired student who receives Brailled material.)
31. This question is difficult to answer, as it depends on the learning or physical disability of the child.
32. I have no students under this category.
33. Oral Presentation.
34. All dependent of course on the type of disability.
35. Manipulatives.
36. I do not teach special needs students.
37. It varies every year depending on the students' needs.
38. Extra time/one-on-one support/paired with other students/restating directions/state writing orally first/graphic organizers/setting specific goals.
39. Extended time and teacher read directions.
40. Have used all in the past but not currently in the classroom.
41. Reading the test, as long as it is not a test of reading comprehension.
42. Colored overlays.

-
43. Extended time, exercise balls, headphones, whisper phones, preferential seating, small group/one-on-one instruction.
-
44. Having the test read to them, or answering orally instead of writing responses, is often indicated on their IEP. Also, most students with disabilities take tests in a resource room setting with the resource teacher guiding the assessment (Again, on their IEP).
-
45. As indicated on their IEP.
-
46. See best practices for SPED.
-
47. Whatever else the situation calls for.
-
48. Work with resource teacher.
-
49. Oral responding, frequent review, Open book or notes, reading assistance, extended time, alternative setting.
-
50. Small group, extended time, teacher read directions.
-
51. Extra time, teacher read directions, small group, oral script, assistive communicative devices.
-
52. Whatever is specified by their IEP.
-
53. It depends on what the student needs.
-
54. Extended time.
-
55. No disabilities this year.
-
56. Do not have any ELL in the classroom.
-
57. Extended wait time.
-
58. Scribing or using technology to help with writing.
-
59. Text format.
-
60. Not applicable.
-
61. It completely depends on the specific needs of individual students.
-
62. More one on one instruction.
-
63. Copies of notes.
-

-
64. Help with reading of test when not a reading test, use of manipulatives.
-
65. Students with learning disabilities are given calculators, and often do the exam with notes, or the special ed coordinator to help. I have no students with physical disabilities.
-
66. I am a resource teacher (Special Ed).
-
67. Proctors/one on one testing.
-
68. Increased time for completion, revised expectations for extended answers
-
69. Visual/spatial/kinesthetic strategies, recording devices, technology (computers, interactive white boards, etc), accommodations for specific disabilities (dyslexia, ADD, dysgraphia, dyscalculia, dyspraxia, Asperger's, autism)
-
70. Excellent specialists work with them, also.
-
71. Leveled texts.
-
72. Depends on what the team has decided is needed for accommodations and modifications.
-
73. As specified by IEP.
-
74. Manipulatives.
-
75. NA
-
76. Personal attention, i.e., a relationship that means recognizing the student as a person, not a political objective.
-
77. Additional response time/wait time.
-
78. Graphic organizers, working with partners, frequent checks for understanding, color coding, manipulatives.
-
79. I teach social communication skills, so I work with school staff to encourage staff around the school to help the student practice a skill, for example, a greeting conversation.
-
80. Alternative curriculum.
-
81. Individualized instruction and/or help doing and completing work, sometimes scribing and/or reading information and directions.
-
82. I also do a lot of verbal testing as lack of reading skills often play a role in low scores.
-

83. Scribe; oral presentation for dyslexic and reading disability students; extended time; manipulatives.

84. Teacher read text or scribe.

85. Modified tests, preferential seating, extended time for assignments and tests.

86. One-on-one assistance.

87. Non-applicable.

88. Do not have any students with disabilities currently.

89. Modified tests.

90. Audio/visual support.

91. I know my students and treat them as individuals by providing oral assessments and directions, teacher-student interaction, discussions, explanations, human interaction that cannot be replicated on the computer.

92. Fewer options on multiple choice questions.

93. Writing templates, alpha smarts.

94. Increased time, one on one administration, small group administration, modified testing based on IEP.

95. Extra time.

96. Extended time, individual tutoring with that student during an assessment.

97. Adaptive equipment, extra time to complete, reader on non reading tests, stretch breaks..

98. Option to take assessments in SPED room.

99. Teacher read directions, extended time.

100. I do not currently have students with a disability.

101. Hands-on activities, focuses instruction-key concepts.

102. How can you put all students with disabilities in one category? Of course, all of these apply at one time or another!

103. They go to the SPED room.

104. Extra time, teacher read directions, oral scribe etc.

105. Teacher aide assistance (one-on-one).

106. Depends upon individual disability.

107. Word bank.

108. Any/all of the above and other accommodations, depending on student need.

109. Extended time, quiet/small group.

110. Extra time/read directions.

111. Mainly more time and more help when they have questions. Also reading the test out loud.

112. Modified questions on tests, extended time, auditory testing.

113. Limited choices on multiple choice.

114. Longer deadlines; repetition until mastery without grading.

115. Hilite key points on directions and answers.

116. Technology assessment or scribe.

117. Volunteers in the classroom, one on one support, audio programs, partnering.

118. Modified reading text level.

119. Whatever their IEP calls for or what the Special Education/Needs teacher and I agree upon.

120. Word banks.

121. One on one testing with extended time.

122. Compartments for workspace, a box to place an answer in, a paper to cover up all parts but the one being focused on.

123. Oral presentation for assessments that are not "Reading" assessments.

124. Sentence frames.

125. Oral presentation, small group.

126. Oral presentation and responses, scribing.

127. It depends on what the student needs. Not all disabilities need the same accommodations.

128. Not applicable this year.

129. Color - but this is expensive.

130. Different assessment for physical skills.

131. Oral administration.

132. Interpreters.

133. Extra time to complete assessments.

134. Time and individualized modification. I will give more time, and I will tell the student what I want her to learn and ask her how she thinks she can best demonstrate that learning. We create the assessment together. I do that with each student who has a need.

135. Reduced number of tasks to complete.

136. Extra Time.

137. Not a classroom teacher.

138. Additional Time.

139. I do not test these students.

140. Oral directions.

141. Additional time.

142. Extra time.

143. Modified time, scribes, breaks.

144. Project based assessments, choice of assessment type.

145. Extra time.

146. Sentence Frames.

147. All of the above depending on the student.

148. We have assistive technology, differentiation, various modes of presentation, and a thousand more things.

149. Movement.

150. Extended time/assistance, partnering with others students.

151. Again—if they have disabilities their report should reflect what you did to modify so an actual picture of what they know is shown—it should not be reported the student knew what other student knew if you have given them less—it would not be giving a college or employer the correct information.

152. Extra time

153. Use pictures choices, not give as many choices, scribes, using manipulatives, using eye gazing, hands on performance based assessments

154. Multisensory assessing.

155. Use of notes, extended time, study guides, verbal instruction or oral tests.

156. Orally read instructions; modeling first answer to show expected format

157. Anything that helps them to be successful.

158. Read aloud.

159. Extra time. Assessments may be read aloud. Answers may be scribed for students with visual/motor disabilities. Amplification for students with hearing disabilities. Small group testing for students who are easily distracted.

160. More time, fewer problems.

161. Extended time.

162. Again, this demonstrates your ignorance of the needs of students with disabilities - the needs are as varied as the students themselves.

163. Extended time

164. I teach a 4/5 class where most of my students are GT. They have very different special needs. I loop with my students, which allows me to make sure they get it before they leave.

165. Verbal conferencing with students who have difficulty with reading or writing but can explain concepts

166. I teach kindergarten we don't use this type of assessment.

167. Oral presentation.

168. Use of sparknotes.com, other Web sites, and my teacher Web site.

169. Assistive technology.

170. Model, demonstration, reading the instructions or test.

171. Needs for students with disabilities are not in place as they need to be. Students have been placed from significant needs programs into the regular classroom without any scaffolded supports.

172. Really? Are we treating this realistically, that each child especially with disabilities is a cookie cutter one size fits all child?

173. Extended time to complete assessments.

174. Technology such as co-writer, alpha smart.

175. More time.

176. Extended time, small group, focus on understanding of key concepts, oral administration (reading items/directions aloud)

177. I do not currently work with students with disabilities.

178. Oral presentation, use of manipulatives, extra time.

179. Graphic organizer.

180. Added time, one-on-one reading/help.

181. Individual support.

182. Extended Time...It would definitely depend upon the disability - one size does not fit all.

183. Modifications include reading of test items.

184. Provide more time to complete tasks.

185. Extra time; smaller groups; administered one-on-one.

186. Ability to stand, move, pace. Doesn't this depend on the nature of the disability?

187. Most of the above most of the time.

188. Tested in a separate classroom.

189. More time and one-on-one instruction.

190. Light up speakers; special headphones; deaf ed aide in room with child.

191. Extra time.

192. Extended time. Use of communication devices.

193. Small group instruction, reading directions, more time.

194. Additional time for completion.

195. Anything that helps a student learn, understand and to show what he/she knows (all skill-based).

196. Word banks and fewer distracters.

197. Not Applicable.

198. Additional time and work with special ed. Professionals.

199. Extended time; extra tutoring; assignments appropriate to language level and cognitive ability.

200. Braille copies for sight impaired.

201. More time.

202. Whatever works for the individual student.

203. Colored paper.

204. Assessments read aloud if students has an IEP for reading. Tests also are administered in a small group setting if needed.

205. Clairification when necessary.

206. Extra time.

207. Any specific accomodation /modification on the IEP.

208. Scribing, dictation, alpha-smarts for reduced text area when keying, earphones, dragonspeak or similar voice activated software, line-readers, additional time.

209. Many others depending upon the accommodations listed based on students specific learning needs.

210. Accommodation forms.

211. Does not apply.

212. Extended time.

213. More time for assessment or variation of assessment.

214. Whatever it takes to facilitate learning for them and keep grade level and above students on task.

215. Reading test items and/or directions, adaptive technology, scribing, extra time, repeating directions.

216. Any thing else the child needs and I can provide.

217. One on one support.

218. Test read to student; increased time to complete; 1:1 testing time.

219. Modified content; accommodations per their IEP

220. Decreased quantity of questions/tasks.

221. Braille.

222. Modifications made by support people.

223. Preferential seating, extra check-ins.

224. Extended time and oral presentation of specific tests.

225. Teacher read instructions or exam.

226. Differentiated instruction/assignments.

227. Allow for oral responses for content and comprehension skills/knowledge.

228. Increased time/fewer choices for multiple choice/paraprofessional as a reader.

229. Word captioning.

230. Word walls.

231. Ask the SPED department.

232. Alternative assessments.

233. Realia

234. Longer time and support.

235. Aide, groups.

236. We have also used scribes.

237. Whatever is required on the IEP.

238. Read to students, manipulatives.

239. Scribes.

240. Word banks, extra time, hard copy or computer based (depending on student), clarified specific instructions.

241. Word Banks/Easier Numbers to work with.

242. Scribing, even when it is not because of a physical need. Their ideas are better shown when they can verbalize instead of write. Every student with a disability is different, so I do different modifications with different kids.

243. Peer connectors/tutors.

244. I don't really have these problems in my classes.

245. Extended time.

246. Extended time.

247. Extra time.

248. We have not had time to modify the assessments because we just wrote them this year.

249. Oral test.

250. I never realized the above things would help. I will consider them next year. They get extended time and teacher read directions.

251. The most common modification is extended time or having the test read to them.

252. Read items to them if requested.

253. Oral read instructions, extra time.

254. It depends on the disability.

255. I usually don't have these students in the classes I teach (Advanced Placement).

256. Ability to have a scribe write down their thinking that they communicate verbally.

257. Individual choice.

258. N/A

259. Assistance from an E.D. teacher or Para-professional.

260. Use of Para Pro.

261. Provide someone to read the questions to the students if needed.

262. It depends on the student's disability.

263. Pictures, manipulatives, demonstrations, partner work, volunteers, one on one books on tape

264. Opportunities to revise

265. Oral presentation on nonreading assessments

266. Extended time - sit side-by-side; clarify directions/questions teacher read directions

267. (ASL) Signing the questions or videos showing caption and sign language is most effective.

268. Error less teaching

269. Adjusted grading

270. One on one or small group help

271. Whatever is indicated on their iep or 504

272. Our ESS provides the accommodations not the classroom teacher

273. Again, one-on-one coaching

274. Whatever their freakin "plan" dictates...like we have time to do this!!!!!!!!!!

275. Oral testing.

276. Read aloud.

277. Added one on one support, flexible scheduling.

278. Extra time and one-on-one proctoring.

279. Extended time to complete tasks.

280. Time out to help them focus. Working in a smaller setting.

281. Anything I discover that helps them to understand and progress. Much comes from our most experienced special education and classroom teachers and support staff.

282. Alternative assignments.

283. Added time for completion.

284. Read aloud.

285. Oral presentations for reading disabilities.

286. Clarifying of directions.

287. Provide students with additional time to work.

288. Students that are in this category should not be averaged into the teacher's scores for the classroom if the state is passing the law about teacher's tenure. No teacher will want a child with special needs if they are on probation due to a student that struggles.

289. Same as above.

290. Tests printed on colored paper.

291. Varies, depending on the needs of each child.

292. Classroom assessments are performance based and occasionally increased time.

293. Extended time, different grading expectations.

294. Cooperative teams/Role modeling/Partner work.

295. Guiding questions, graphic organizers, different reading levels, simulations.

296. Working outside of the curriculum toward IEP objectives if too far behind grade level; reading non-reading assessments aloud to students; reducing number of choices in a multiple choice test.

297. Copies of teacher notes, graphic organizers.

298. Additional time.

299. One-on-one support.

300. All of the above are dependant on the specific disability/need.

301. Lined paper, familiar formating, oral response, read questions to student, arranged seating.

302. Never had student with disability.

Based on your experience working with special student populations, how effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?

1. CSAP is not effective for measuring students with learning disabilities. In fact it is defeating. If progress monitoring and other assessments are used to measure growth, how much sense does it make to give a student with measured and monitored 1st grade reading ability a 3rd grade test???
2. Differentiation in the classroom so the special student populations can be successful on the same assessment their peers take.
3. When adjusting online assessments it is essential that the student never read at frustration or all of the learning and skills will be undone. Students must read at their just right level!
4. We need a CSAP 'B' for those students of moderate needs. The old story that the frustration level of reading text 4 to 5 years above your stops students from doing their best is TRUE. They give up. You cannot determine if a student knows the skill 'finding main idea' if they can't read the probe. To test what reading skills students have they first need to be given a passage at their instructional level, they you can test their mastery of specific skills.
5. MAPS was a great assessment for these kiddos.
6. If a student is not conversant in English, or does not have the cognition to understand algebra, for example, how can a standardized assessment be assumed to be meaningful? It just wastes time and money.
7. I do not teach special education or ELL.
8. I have no experience with this in my content area.

9. The CELA Pro needs have an accommodation for ELL's with disabilities!!!!!!

10. Depends on the test proctor and the specific student disability.

11. Having CSAP administered by a specialist who directly deals with students who have the particular disability.

12. Most of the special education students I have worked with (grades 4 and 5) Cannot read independently for information. The Oral Presentation of CSAPS was ok, but I think that time could be better spent, since we already know that they are not at grade level. I don't see the point in forcing someone to test when we can already predict the outcome.

13. I would like to see functional skills with hands-on assessment implemented in earlier grades for students with clear cognitive impairment, or other such impairment. It would enable more practice toward relevant goals, and possibly build the student's confidence more than the academics of which they are capable. The academics should be included at the best possible level, just integrating functional skills earlier.

14. Extra time for writing.

15. This is too broad a question.

16. Find a researched assessment that has evidence it supports instruction, build strong systems at all levels, offer continual PD. Revisit these systems every 3 years. Make sure data is reliable.

17. Data collection, specific goals.

18. Online assessment tools are not accessible to the blind braille user.

19. Performance rating scales, checklists for goals/behaviors.

20. Most helpful would be a test that is specific for that student.

21. I don't give tests to these populations.

22. I have not been involved in this area.

23. I'm not sure teachers would use portfolios and interviews to assist with taking standardized tests.

24. Online tailored tests would be GREAT, but I don't know of any that exist.

25. Not familiar with these methods in a special needs situation.

26. Reading Recovery individualized instruction.

-
27. CELA has some significant limitations.
-
28. The interview would let one know exactly what the child knew---if you tailor a test to their ability but do not indicate this anywhere then a college or employer will get a false sense of what the student knew and did not know
-
29. CSAP -A for 11th graders is not at all effective —many "answers" are not even accurate.
-
30. Performance based assessments work very well for students with disabilities.
-
31. The gap of what is tested between CSAPA and CSAP is way too large. CSAPA is too simple for some of the students that can not take CSAP at grade level, especially at the high school level.
-
32. How does assessing a handicapped student on CSAPA do any good? Realistically, they will not move on to college, and counting those scores against a district is absolute craziness.
-
33. Assessments that are at their learning level are the most important. At least then they can feel successful in taking the test and that they can even do the work. When they are tested on tests that are way above their grade level they are discouraged and don't even want to try.
-
34. On-going curriculum based measures and formative assessments are very effective in assessing students with special needs.
-
35. I have not seen but know about CSAPA.
-
36. We dont have effective ways to assess special ed students.
-
37. Practical application.
-
38. Too much time is spent on accommodations. What if the time spent on this was spent working with a child?
-
39. Translation, avoid culturally-biased items/prompts, oral administration, extended time.
-
40. CSAP testing at grade level for a student in 10th grade who is reading at a 3rd grade level is a farce. We learn nothing about the student's abilities and it is very discouraging for both the teacher and student to see years of U.
-
41. Keeping the assessments at grade level is still very unfair.
-
42. Scribing test answers and item by item question narration.
-
43. Word to word dictionaries.
-
44. The best way of assessment is one on one interviews.
-

-
45. Too large of gap between CSAPA and regular CSAP for children with disabilities.
-
46. Scribing is critical for students with certain disabilities that affect their ability to write. The thoughts, answers, ideas are in their head - assistance is definitely needed for them to enable us to see the results of their knowledge.
-
47. Oral assessments are very effective.
-
48. I have not dealt with these students during a standardized assessment.
-
49. Perhaps students with severe disabilities should have the option of portfolios. I think summative assessments providing growth data (as available on the CDE site for CSAP's) comprehensively measures teachers and students' performance.
-
50. Depends on individual student needs and abilities.
-
51. I have yet to come across an assessment that is effective for many disabilities. Why do we need to test them?
-
52. Parent surveys.
-
53. This is totally dependent on the child, his or her needs, and abilities/disabilities. This type of blanket question is an insult to teachers and to special needs children.
-
54. Authentic assessments that are modified.
-
55. Again you need a body of evidence several ways to assess.
-

What grade do you teach?

-
1. 9–12
-
2. K-5
-
3. 9–12
-
4. 9–12
-
5. 9–12
-
6. 3–8
-
7. 6–8
-
8. 5th through 8th
-

9. 7–8

10. 9–12

11. 9, 10, 11, 12

12. 9–12

13. 7–12

14. 9–12

15. 9–12

16. 9–10

17. 6–12

18. 7–12

19. 9–12

20. As a student advisor, I work with grades 9 - 12

21. 9–12

22. 9th - 12th grade and transition age students 18-21 years.

23. ELL K-5

24. 9–12

25. 9–12

26. K - 6

27. 6–12

28. 9–12

29. Grades 9-12

30. 9–12

31. 9–12

32. 9–12

33. k-5

34. 9–12

35. 9–12

36. 9–12

37. 7–12

38. 9–12

39. K-5

40. 9–12

41. 9–12

42. 6–12

43. 9–12

44. k-12

45. 6–8

46. 9–12

47. 9–12

48. 9–12

49. 9–12

50. 6–8

51. 6–8

52. 8–12

53. 9–12

54. K-6

55. k-5

56. 6–8

57. 9–12

58. 9–12

59. K-5

60. 6–8

61. k-5

62. 6–12

63. 6–8

64. k-12

65. k-5

66. K-5

67. K-8

68. Special Education Pre-k-5th Grade

69. 6th-12th

70. 7–12

71. 6–12

72. Resource teacher k-5

73. 7–8

74. 9–12

75. 6–8

76. 1–3

77. 9–12

78. Special education 9-12

79. K-8

80. K-5

81. 9th thru 12th grade.

82. 1-2

83. 7-8

84. K-8

85. k6

86. 6-8

87. 11-8

88. 9-12

89. K-5

90. Title 1 - Grades 1-4

91. 6-7

92. k-8

93. 6-8

94. 9-10

95. K-5

96. K - 5

97. SSN 7&8

98. k-12 ELA specialist

99. K-5

100. 9-12

101. 9–12

102. 9th - 12 grade

103. 11–8

104. ..

105. k-12 special ed

106. 9–12

107. 6–7

108. 9–12

109. Instructional Coach

110. 6–7

111. 7–12

112. 1st, 3rd, 4th

113. Grades k-5

114. 8 through 12

115. I teach grades K - 5

116. K-5

117. 7–8

118. K-5

119. 6–8

120. 6–12

121. 6–10

122. 6–8

123. K-5

124. 6–8

125. 6–12

126. 9–12

127. 6–8

128. 9–12

129. Kindergarten through 6th

130. k -5

131. 9–12

132. SIX SEVEN AND EIGHTH GRADES

133. 9 - 21 yrs

134. 9–12

135. 11–8

136. K-5

137. Special Education/ Gifted and Talented

138. 1–5

139. K-4 Title One

140. 6th, 7th and 8th

141. K-5

142. ELL Coordinator

143. k-12

144. 9–12

145. K-12

146. 9–12

147. 1–5

148. 7–8

149. 9–12

150. 9–12

151. Special Education K-5

152. 9–12

153. 6–8

154. K-5

155. 9–12

156. 6–9

157. 6-8; 9-12

158. 9–10

159. 7–8

160. k-5

161. K-5

162. kindergarten - fifth

163. K-12

164. K-5th ELL

165. K-3

166. 6–8

167. 9–12

168. k-8

169. 9–12

170. paraprofessional for all grades

171. 7–8

172. K-5

173. K-2 reading

174. k-12

175. High school grades 9 - 12 special education

176. 6–12

177. K-5

178. 9-12 and/or 14-21 year old students

179. 5–6

180. High school and post-secondary

181. K - 5

182. Elementary special education

183. 11–8

184. 1–3

185. 6–8

186. Elementary Literacy K - 5

187. 9–12

188. K-3

189. 7–8

190. K-5

191. K-5

192. 6–8

193. 9–12

194. 6–8

195. k-5

196. k-8

197. 6–8

198. 2nd - 5th

199. K-5

200. K-3

201. K - 5

202. 9–12

203. 6–8

204. 8–12

205. 9–10

206. K-5

207. 9–12

208. 7–9

209. 9–12

210. 9–12

211. k-3

212. 6–9

213. 6–8

214. 6-8 Autism

215. k-5

216. K-5 music

217. 6–8

218. K-5

219. K-6

220. 9–12

221. 6–8

222. pk-3

223. 6–8

224. 6–8

225. 11–8

226. 6–8

227. I am an ELA instructional coach working with teachers and students at a k-5 Elementary school

228. k-5

229. 9–12

230. 9–12

231. 7–8

232. 9–12

233. 9–12

234. Math Coach

235. 9–12

236. 9–12

237. k-5

238. 9–12

239. 9–12

240. 9–12

241. K-8

242. 9–12

243. 6–8

244. K-5

245. 9–12

246. grades 9 - 12

247. K-6 special education

248. 9–12

249. 9–12

250. 6-7 & 7-8

251. K-5

252. 9–12

253. 6–8

254. K-3

255. 8th and 9th

256. 10 to PS

257. 9–12

258. k-5

259. 9–12

260. k-5

261. 9–12

262. K-5 Drama

263. k-4

264. 6–8

265. k-4

266. 13 to 21 year olds all in the same room taking the same class.

267. 6–9

268. As a special education teacher, I teach students in grades K-5.

269. K-4

270. 9–12

271. K-5

272. 9–12

273. Title One Teacher Support K-5

274. 6–8

275. 9, 10, 11, 12

276. 16- 21 yr olds

277. k-5

278. k - 5

279. 6–8

280. 6–8

281. 6–8

282. 9–12

283. 9–12

284. k-5

285. K- 5

286. 5–8

287. K-4

288. 1–4

289. 9–12

290. High school

291. 9–12

292. 9–12

293. K-5

294. 9–12

295. 9–12

296. 9–12

297. 18-21 special needs students

298. k-5

299. 9–12

300. k-5

301. SPED K-6

302. 3–5

303. 6–12

304. DYC facility

305. 9–12

306. K-5

307. 9–12

308. 9th -12th

309. k-12 Deaf and Hard of Hearing students

310. 6–8

311. K-5

312. 1–4

313. 9–12

314. 9–12

315. 9–12

316. K-5

317. 9–12

318. 9–12

319. 9–12

320. 6–8

321. K-5

322. Special ed

323. k-5

324. K-8

325. coach

326. 8–12

327. k-5

328. high school 9 - 12

329. K-6

330. 9–12

331. 6–8

332. K through 12th

333. 3–5

334. 5–6

335. 6–8

336. 9–12

337. K-5

338. Instructional Coach for K-5

339. 9–12

340. 9–12

341. 1st and 2nd

342. k-5

343. 9–12

344. PreK-12

345. K-12

346. 7–8

347. 2–6

348. K-5

349. 9–12

350. 3–5

351. K12 and post secondary

352. 9–10

353. K-5

354. K-5

355. k-5

356. K-5

357. 9–12

358. K-2nd special ed.

359. 7–12

360. Severe needs classroom K-5

361. 9–12

362. 9–12

363. 9–12

364. Special Education Elementary

365. k-5

366. k-5

367. Kinder.-8th

368. 9–12

369. 6–8

370. 5-8 Resource Teacher

371. 12–10

372. k-5th reading

373. ECE-12

374. 9 thru 12

375. 9-12 + college level

376. 9–12

377. 5th and 6th

378. K-5 Special Education

379. K-8

380. K-5

381. 7–12

382. 6–8

383. 9–12

384. 7–8

385. 1,3,5

386. k-5

387. prek-transition

388. K-12

389. Student Success Advocate

390. 1–5

391. Kindergarten through 4th grade

392. 9–12

393. 9–12

394. pk-12

395. 9–11

396. 6–8

397. k-5

398. 12 years to 21 yrs.

399. 6–8

400. 5–6

401. 6–8

402. Preschool through transition age (age-out)

403. k12

404. 9–12

405. k-5

406. K-5

407. 1–2

408. Kindergarten through 5th grade

409. 6th thru 8th

410. K-5

411. K-5

412. 9–12

413. 6th-12th

414. K-12 SPED

415. K-12

416. 3–5

417. 5–6

418. 9–12

419. k-5 special ed RTI

420. K-8

421. 3–4

422. K-5

423. K - 5

424. 9–12

425. k-12

426. 1–4

427. k-5 special education

428. 9–12

429. 6–8

430. k-5

431. K-5 as the instructional coach and literacy specialist

432. K-5

433. K-8

434. k-5

435. K-5 reading

436. 10-12 along with several college courses, also one-on- one remediation with special needs student

437. 7–12

438. Math Coach Grades 3-5

439. k-6

440. K-5

441. K-5 Intervention

442. 4-5 special education

443. Sped resource k-5

444. K-3

445. 9–11

446. k, 1, 4

447. 9th to 12th

448. 6–8

449. K -5

450. k-5

451. K-5

452. K-4

453. counselor

454. 3–4

455. k-5

456. 6–8

457. 6–12

458. 9–12

459. K - 5

460. 9–12

461. 8–12

462. 7–12

463. k-5 Instructional Coach

464. 6–8

465. K-5

466. 9–12

467. 9–12

468. 40 years: 1st -3rd; Spec. Ed.; G/T 4 years: ESL

469. K-6

470. Special Educator 9-12

471. 5–6

472. 8–12

473. SPED 6-8

474. K-8

475. 3–4

476. K-5

477. 9–12

478. SPED K-12

479. K-5

480. 9–11

481. Literacy Resource Teacher

482. K-5

483. 6–8

484. title I

485. K-5

486. K-5

487. K-6

488. 7–12

489. 6–7

490. 6–8

491. k-5

492. 9–12

493. k-8

494. 9–11

495. 9–12

496. 6th, 7th, 8th

497. K-5

498. 9–12

499. 9-12 and college level classes

500. 9–12

501. 6-7-8 but not currently in the classroom

502. 6-12 ELL

503. K-5

504. K-2

505. 9–12

506. 6–12

507. 9–12

508. 5–8

509. K - 5

510. 1st-4th Grade Reading Intervention

511. 6–7

512. 9-12 open classroom

513. K-6

514. 9–12

515. K-3

516. Instructional Coach and Kindergarten Teacher

517. k-5th sped.

518. 1st, 2nd, interventions, literacy coach

519. 5–6

520. k-4

521. K-5 Resource Teacher

522. 5–12

523. grades 1 and 2

What is your racial/ethnic group?

1. NA

2. not important

3. American

4. American

5. I prefer not to answer.

6. What does my race have to do with teaching?

7. white

8. Native Hawaiian

9. None of your business.

10. Irish

11. American

12. Why??

13. White & Latina

14. none of your business

15. human

16. Mixed

17. This has nothing to do with my ability as an educator nor my opinions

18. Insulting question

19. Blasian

20. do not think this is a question that should be asked

21. Its does not matter

22. please, my race/ethnicity has nothing to do with my answers. get a grip.

23. mulit-racial, multi-ethnic

24. about 50% Caucasian and about 50 % Hispanic

25. prefer not to answer

26. Jewish

27. N/A

28. noyb

29. Latino

30. White and Native American

31. NOYB

32. mixed

33. American

34. irrelevant

35. American

36. and hispanic

37. n/a

38. human

39. Na

40. Italian

41. white

42. I do not feel this is relevant

43. mixed

44. not important

45. Humanoid

46. Pacific Islander

47. Italian

48. African-American, Navtive American, and Caucasian

Administrator Comments

For which of the following purposes, if any, are teachers in your district expected to regularly use data from formative assessments?

-
1. Really varies by level.

 2. Measure what students know and can do BEFORE an instructional unit.

 3. Teacher pay is based on it.

 4. Monitor and adjust the instruction.

 5. Provide data to help determine proper intervention/enrichment.

 6. Progress monitoring from DIBELS and Stanford Diagnostic.

 7. N/a we don't use them - not common formative assessments.

 8. Curriculum director tells math and LA teachers to do it, but it is not used for anything other than data.

 9. Common assessment data is expected to be at the foundation of all PLC conversations and it is used in our Pyramid of Intervention process.

 10. It is on a teacher - by teacher basis.

 11. Identify school focus for improvement

 12. Provide focus for school improvement.

 13. Some teachers understand and use assessment data well, others not nearly as well - depends on the content area

 14. We don't use them.

 15. Determine Tier 2 or Tier 3 instructional interventions.

 16. Does not apply as we have not implemented it yet.

 17. Grouping and re-grouping of students to improve instruction and learning.

 18. In my building collaboration time is used to evaluate/analyze formative assessments. Changes to curriculum are expected to be made based on the data. I cannot say that this is consistently done throughout the district.
-

19. Predict proficiency on the CSAP.

20. Ensure correct placement in a class or ability group.

21. Although teachers are expected to use formative assessments in these ways, many of them are not proficient in doing so.

22. Teachers need more researched-based high quality training to be more effective withing adjusting their instructional practices to meet the needs of multiple learning styles and abilities.

23. Plan instruction

What role do you feel your district should play in creating formative assessments for the classroom?

1. Combine answers b and c

2. It should align with what is being taught according to district pacing guides

3. The district should continue to create formative assessments that will be used by all and also allow teachers to implement their own formative assessments as they see fit.

4. Both guide and create options from which teachers may choose.

5. Our district purchased Galileo.

6. Our district ties formative assessments to salary, so we use district staff with teacher input to create the assessments.

7. PD around sound assessment design and practices, if resources allow provide an assessment platform/items that PLC could use in common assessment development.

8. Depends on if the assessment is repetitive or redundant. There is no sense in going through the trouble of creating something that gives us data we already have.

9. Districts need to provide formative assessment. But teachers should also use their own formative assessments.

10. The district, CDE, and teachers should all work together to create formative assessments.

11. Formative assessments should come from several sources, including district and teachers.

12. They should come from 3rd party vendors.

13. It should create a number of formative assessment tools and options WITH teachers that they can choose from.

14. It should guide and compel teachers' creation of formative assessments.

15. We're a charter school so district doesn't apply.

16. Teachers and administrators should develop key formative assmts while teachers develop real-time ones.

17. Our district's unique system does not have an appropriate answer.

18. Provide comprehensive professional development on the creation and use of Formative Assessment; Develop strong leaders for each PLC who can guide teacher/team practices in this area.

19. I would love to involve teachers, but this requires time and money we don't have.

20. It should expect teachers within a building to develop and use common formative assessments and assist those who request help in developing them.

21. We have formative assessments in the materials we use. We need professional development to support teachers in using the assessments.

22. It should assist the teacher in creating formative assessments by providing training and tools.

23. I believe a small district should benefit from the work of larger ones or something created by CDE aligned to standards.

What role do you feel CDE should play in creating formative assessments for the classroom?

1. Assist districts.

2. It should create a single formative assessment WITH NO GRADE LEVEL CEILING.

3. It should provide data that can inform instructional decision only and not be used for other reasons.

4. I don't believe CDE should be involved, however if they are proposing the use of state resources then I would advocate for only an assessment platform and aligned items that schools/districts could use if warranted. NO CDE created assessments.

5. I believe that the CDE should be more worried about leveling the playing field so that when schools are compared it is apples to apples not comparing the growth of two schools that have completely different resource bases.

6. It should provide formative assessments and allow districts/teachers to create their own as well.

7. See previous answer.

8. It should create a number of assessment tools or options from which districts can choose to implement.

9. Along with districts - it should help create a number of formative assessment tools or options from which teachers can choose.

10. CDE is best positioned to create formative assessments that have relevance for state summative assessments.

11. CDE should have no role in creating formative assessments, except to require that appropriate formative assessments be created at the local level.

12. More information on "Best Practices" would be useful.

13. Support for profesional development.

14. I am very apprehensive about this given the current state reliance on CSAP as a catch-all assessment tool.

15. It depends on the nature of what CDE would create.

16. Should not expect CSAP to be used in a formative way, unless it is changed.

17. It should help fund districts to have a tool like Galileo where the district can help teachers develop appropriate assessments.

18. CDE should restrain itself from trying to control to many aspects of classroom life

19. It should assist the teacher in creating formative assessments by providing training and tools.

In your experience, how effective are the following types of test items in assessing what students in your district know and are able to do?

1. All types are effective in some way, no type is perfect for all assessment.

2. All types can be effective or not depending on the level of difficulty and complexity of the item/task.

3. Decisions should be made based on a body of evidence. CDE should NOT be involved in formative assessments.

4. A mix of types of items allows for me the greatest sense of what students know and can do, teacher time has to be considered in grading any type of constructed response though and thus are included to a lesser extent than some maybe would like.

5. Computer generated tests.

6. Verbal response, observation, and observations of engagement of Blooms higher levels of thought.

7. The questions can be biased and require a large amount of background knowledge which students in poverty lack. This doesn't always allow for showing what they truly can do because they haven't had enough life experiences.

8. Any well constructed item, regardless of type can be effective. Any poorly constructed item, regardless of type will not be effective.

9. It is very difficult to align writing instruction with with CSAP. There is not enough specific information about the assessment to align instruction. Results do very little in allowing us to evaluate total program. It should not be so difficult to use CSAP data to evaluate our writing instruction. I can do it to some extend as an administrator, but teachers do not have the time to wade through the data.

10. Multiple choice usually measures low level skills and does not measure high level thinking. It also does not inform instruction because it's not possible to know the student thinking behind responses.

11. Multiple choice usually measures low level skills and does not measure high level thinking. It also does not inform instruction because it's not possible to know the student thinking behind responses.

12. They can ALL be very effective if they are well written and you have a variety.

13. Performance tasks done in front of an authentic audience are the best at developing 21st Century Skills

14. Computer based tests can also be effective.

15. I believe that test constructs should vary depending on the learner's needs and that more authentic assessments informed by professional teacher judgment and administrative guidance is the best way to draw more valid conclusions from data gathering. Too many outliers exists for a one size fits all approach. I believe that multiple measures are important in trying to triangulate data to avoid biases, test anxiety, scheduling conflicts, and student motivation making it harder to draw valid conclusions from data.

-
16. Daily formatives should be quick and easy to assess - not an added time-consuming mandate.
-
17. Student interviews, observations, checklists, monitoring notes, exit tickets.
-
18. All of these could be very effective given the appropriate context--other than short response which provides little information beyond quality MC.
-
19. All are effective, depending on the concepts and use of the data.
-
20. Use of paper pencil and technology is important.
-
21. Interview assessments are essential.
-
22. Oral Responses
-
23. If we really want to know what students should be able to know and do, it is essential that they can demonstrate their learning and understanding of what they have learned, i.e. Inquiry and performance-based learning.
-
24. Answered these questions in the context of formative assessments.
-
25. All types of formative assessments are only as good as the teachers analyzing them for the kids' next learning steps.
-
26. Checklists.
-

How effective are the following types of test items in helping teachers in your district plan and improve their instruction?

1. Again, needs higher levels of thought also
-
2. Any well constructed item, regardless of type can be used to improve instruction. Any poorly constructed item, regardless of type will not be useful in informing instruction. The most important part of any item, especially CR and Performance Tasks is creating a common understanding and description of what proficient performance looks like.
-
3. They can ALL be very effective if they are well written.
-
4. Portfolios are more summative than formative forms of assessment.
-
5. Student interviews, observations, checklists, monitoring notes, exit tickets.
-

6. I believe that test constructs should vary depending on the learner's needs and that more authentic assessments informed by professional teacher judgment and administrative guidance is the best way to draw more valid conclusions from data gathering. Too many outliers exist for a one size fits all approach. I believe that multiple measures are important in trying to triangulate data to avoid biases, test anxiety, scheduling conflicts, and student motivation making it harder to draw valid conclusions from data.

7. All of these could be very effective given the appropriate context—other than short response which provides little information beyond quality MC.

8. If we really want to know what students should be able to know and do, it is essential that they can demonstrate their leaning and understanding of what they have learned, i.e. Inquiry and performance-based learning.

9. Answered these questions in the context of formative assessments.

10. If formative assessments take to long to administer one loses the best part of them which is the ability to make a judgment "on the run" for precisely what to teach next.

11. Checklists.

CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

1. People's brains grow in spurts the same as their bodies. All of these are somewhat effective, multiple data sites are better.

2. Children have been evaluated by school staff; building resource teacher, Kindergarten teacher etc.

3. I am not sure this is the correct place, however your current philosophy of preschool and what a student needs to be prepared for school environment that focuses on academic results, not exploration and self discovery.

4. We currently use Creative Curriculum and I am not sure that "results matter" is connected.

5. They are also evaluated by a early childhood professional with the "Ages and Stages" program.

6. Differs from what pre-school they come from.

7. I think the new standards for pre-school will help indicate school readiness.

8. Parents need high quality training in researched-based assessments to become more effective participants in the evaluation processes.

9. Sadly preschool programs are becoming ridiculously academic (as are kindergartens) and what we see, as a rule, is that the children have far less oral language and social skills than days gone by when the focus of early programs was enhance those skills and not cram a bunch of easily lost age-inappropriate academic skills—seriously—play has been taken away to the detriment of our children.
10. I am guessing that attending preschool helps, but I don't know. This isn't something that we track at the HS level.

CDE is also interested in evaluating how prepared students are for postsecondary activities (e.g., college, the workplace). How effective do you believe the following indicators are in indicating postsecondary readiness?

1. It really depends on what indicators you are trying to measure.
 2. Again, this should be based on a body of evidence to include assessments like EXPLORE and PLAN. Why ask about a CDE-developed exit exam when no such thing exists?
 3. Some students don't see the value of these test and therefore don't put forth much affect.
 4. CSAP has no validity as students are not motivated to do well on it.
 5. People can mislead how much they actually know by how well they do or poorly they do on assessments. Performance based is better, and outside the local or state ed system would be best.
 6. No one piece of data will give you all the answers. It's a combination of things including student feedback.
 7. Probably need to use more than one assessment type.
 8. I personally almost failed the ACT but now I have a Ed.D, therefore I feel the ACT exam is an ineffective measure.
 9. Not every student is going to a traditional college. Please remember that.
 10. Performance on the ACT workkeys Assessment would be most valid when combined with an option above
 11. One measure is not adequate to determine a student's readiness. A portfolio assessment or multiple measures are needed.
 12. Portfolios honor all types of learners, and all types can succeed. The others are very black/white.
 13. CSAP takes too much time, adding more assessments just dilutes academic work time.
-

14. ACT does not measure 21st Century job skills- for college it is somewhat effective, for work readiness it is not.

15. Build a body of evidence aligned to College and Career Readiness Standards.

16. ACT is a norm-referenced asst. We will always have kids "not ready" using such an asst.

17. SAT

18. Performance on SAT; Performance on Work Keys assessment material.

19. A body of evidence is best. Some students do not do well who test well, and some who test well are not successful in college.

20. ACT only measures college readiness, not workforce readiness.

21. Practical application of concepts.

22. Any "exit exam" should be state-wide and should measure preparedness for entry into the Colorado state.

23. Performance measures similar to transition assessments could help such as found on caseylifeskills.org.

Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system?

1. Technology access is a huge concern.

2. Resources in dollars and personnel @ CDE to comprehensively meet this need.

3. My district will need support from CDE in the way of train the trainer presentations and materials

4. We will make the new assessment system work.

5. Any assessment should also reach beyond grade level content only to better capture the highest capabilities of student achievement.

6. CDE should not be in the business of formative assessment. Stick with federally mandated summative assessments and try to do that part well. Leave formative to the districts and schools.

7. Teachers would need time to learn how to implement new strategies and support from the district not just from principals.

8. Although students have had access to online testing it is only multiple choice if a high level of technology is used I am concerned of the technology skills students will need to be successful and whether our students have the necessary skills.

9. Every educational role in our district is strained due to financial constraints and budget cut backs.

10. Often the assumption from political groups outside the district is that the local education system does not do well. This is exacerbated by the political agenda of the day and the person. It is hard to get past this.

11. I need more information about a comprehensive assessment system before I know what resources we might need.

12. Funding to pay for development, implementation and training; feel we can do rest (time may be factor too).

13. Our district does not have the technology needed to implement on line assessments.

14. It is very difficult to foresee implementation obstacles on a system not yet defined. Clearly obstacles with training, resources, understanding, and buy in will exist with any new system. We do not believe a system of state formative assessments will be useful and yet extremely costly in terms of training to implement.

15. State assessments take away instructional time and results are not timely. They cannot be used formatively.

16. Time, my staff is doing more assessment now with progress monitoring and less teaching. We need balance and a reality check at CDE with the sped program.

17. Teachers and administrators in my district need extensive support to "buy-in" to a new system. All of the above items are put up as obstacles when the underlying attitude of acceptance is not there.

18. We need assessments that are authentic and performance based. Portfolio assessment would provide a more comprehensive view of student proficiency and growth.

19. Money and time. How will this be paid for and how much time will we spend giving it?

20. District technology and systems support are unreliable, redundant, and users are not sufficiently trained; students are already over-assessed.

21. It really sucks being a floor funded district. We're really thin all the way around.

22. Budget crisis will limit the implementation of this project.

-
23. Sanctions and restrictions that occur when we try to over quantify social aspects that are not single areas. The Heisenberg Principal applied to social sciences, says that the more important that any quantitative social indicator becomes in social decision-making, the more likely it will be to distort and corrupt the social process it is intended to monitor.
-
24. Not if it is in addition to a replacement for CSAP or if it involves MORE testing time.
-
25. Computer Labs are available, but using computers for testing, prevents the use of computers for instructional purposes.
-
26. Depends on how intensive and involved the new assessments are to capabilities.
-
27. My district/school lacks the technology to implement a comprehensive assessment system using technology.
-
28. We may not have enough technology.
-
29. Teacher fear of themselves being evaluated. Too bad I say!
-
30. Consensus and cohesiveness amongst educators will not be able to be reached.
-
31. Resources aligned to the new GLEs is another barrier. Technology limitations could also be problematic.
-
32. Time for assessment in general, not just training but children are overly assessed and district plus state requirements plus what the teachers think is necessary can add up to unethical amounts of time assessing students.
-
33. Carrying out added new work in 2009-2010 related to legal requirements of Response To Intervention for SLD identification and for Gifted-Pupil Advanced Learning Plans will make it difficult to add, so soon, yet another new-to-learn-and-implement set of responsibilities.
-
34. District leadership vision often differs from that of the individual schools.
-
35. What will such assessments really look like and assess?
-
36. I would be concerned with the quality of any instrument.
-
37. Technological limitations, i.e., number of computers, is a potential obstacle.
-
38. No unfunded mandates.
-
39. Difficulty in accessing regional trainings.
-
40. An effective one probably doesn't exist.
-

41. I feel that we need to focus on instruction and assessment and not one or the other. We can have all the assessment you want, but without good instruction the assessment will not mean anything. I don't think you should separate the two areas.

42. The key is alignment of resources and rethinking how instruction is delivered.

43. It a resource detail to ensure all teachers have access to a good online tool for formative assessments and a data management system, but this is the right work to focus on to ensure continuous improvement.

44. Communication about the assessment and timelines for implementation.

45. It will have the effect of further removing a teacher's professional judgment and seems to be moving us dangerously close to totally canned teaching and learning which, in the end will be horrible for all. Please allow teachers to be the professional they were trained to be. EDUCATION IS NOT A BUSINESS.

46. No obstacles in implementing, the main concern is the time of year the test is given and how fast we get the results. 6 months from the time of test to getting the results does nothing for us.

47. I do not agree with implementing a state implemented comprehensive assessment system. Other than a state assessment like CSAP, other assessment decisions should be left to districts.

48. There needs to be a common definition of "formative assessment" This all seems to be "summative" to me.

49. Parents in our community do not support a state comprehensive assessment system. Therefore we have no accountability when students decide to sabotage the assessment.

50. It will depend on the design of the comprehensive assessment system—can't answer without knowing what it looks like.

Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system?

1. Use existing assessment (such as EXPLORE, PLAN, ACT, NWEA) and resources are already available. DO NOT re-invent the wheel.

2. Time

3. Funding to support ongoing PD through PLC work. May require substitute funding and stipends for teachers.

4. Local buy-in from the start, much better than the mushroom approach (feed them full of horse-- and keep them in the dark).

5. Online PD

6. Technology access

7. Hard to indicate needed support on a system not yet defined. Any or all of those tools/supports might be needed.

8. Up to date technology on a working network, time time time! , resources to do something about the results in the classroom, safety nets for student that do not do well on the formative tests

9. It really depends on how massive of a bureaucracy you create and how restrictive you are on schools. We spend a great deal of time conforming to your needs not ours.

10. Release time to teachers to learn when they do not have teaching duties.

11. Funding to support the initiative.

12. Please make sure professional development is done over the summer so we do not lose instructional time.

13. We need exemplars and rubrics.

14. Funds to allow teacher time to learn about this new system.

15. Computers that are in good working condition would be great.

16. Financial Resources for local coaches.

17. Funding to hire these positions or train teachers already here.

18. Make the system more comprehensive, not just literacy, math and some science. More focused on 21st century skills. Include social studies.

19. Prioritize assessments, provide a coherent master calendar for training and administration, get rid of redundancy.

20. Funding to pay salary for additional teacher professional development days and the support materials.

21. Financial resources to increase technology throughout the district/school.

22. Funding.

23. Training for district personnel that could be replicated on-site. Money to pay teachers for attending the training.

24. On site test administrators where 3 days are blocked for testing in a school. We use too much time to test students over a period of 2 weeks. It seems too drawn out.

25. Summer Institute training that provides paid extra time to learn new materials and new responsibilities. Training during the school year is difficult in terms of available time.

26. Have it be teacher, grade-level driven. They should design their own system, from the ground up. They need release time and/or PLC time to do that.

27. Time.

28. Funding.

29. Data management system that links assessment data to district and state norms, tracking progress over time, with links to interventions.

30. See above.

31. Accountability for students and parents.

Which of the following modifications do teachers in your district currently make to classroom assessments to help English language learners?

1. We don't have many ELLs in our school.

2. Oral administration of the assessment.

3. We have no ELL students.

4. We have very few needs in this area.

5. No English Language Learners in the district.

6. I'm not sure what modifications are being used.

7. Any and all accommodations for ELL students to be successful; plans are created for each individual student

8. Students need to develop background knowledge as it relates to their language.

9. Translation dictionaries.

10. Oral presentations and support in L1.

11. Translations.

12. As a general rule, I don't believe we are effectively making modifications for students identified with ELL needs.

13. Dependent on individual child's needs and program placement.

14. Don't know.

15. Not sure of all.

16. Pull out classes for comprehension, spelling, fluency...SRA corrective reading program and LANGUAGE used.

17. We use verbal and written responses to gather information concerning what are second language learners know and are able to do.

18. Support from ELL staff to implement SIOP model.

19. In class support by ELL staff when available.

20. We encourage the use of appropriate accommodations as determined by individual student need. We spend a lot of time training on the differences between accommodation and modification in the hopes that teachers will use differentiation and accommodations to allow all students access to classroom instruction and assessment. That being said, we encourage the use of universal design (many of the things listed above) in all assessments in order to maximize access for Special Ed and EL learners.

21. Are we measuring students on standards or their ability to read English?

22. Am not sure.

23. Use different modalities to show what you know.

24. We have no ELL students.

25. One-on-one.

26. Oral presentation.

27. America's Choice and Lindamood Bell.

28. Not sure.

29. I'm not sure.

30. Our school currently doesn't have ELL students.

-
31. Our district tends to use "canned" and "research based" assessments which only allow for some accommodations. Teachers who are trained do much more than what is above. In some schools, we train teachers to also teach explicit academic discourse needed. We also do guided reading, scaffolding, exemplars, adaptive technology, cooperative learning, and even native language instruction when possible.
-
32. No ELL in district.
-
33. We have no students in our school that require those services at this time.
-
34. We have no ELL students. I am not familiar with the challenges they present.
-
35. Native language instruction when possible.
-
36. We have no identified ELL students.
-
37. English Language Development strategies.
-
38. Some are SIOP trained.
-
39. Depends on the students needs and the level of English.
-
40. Helping find alternative texts with lower reading level difficulty. Pre-teaching concepts and vocabulary before assigning text reading. Building content area reading guides for text assignments.
-
41. Extended time.
-
42. We do not have ELL.
-
43. Our district desperately needs more training for classroom teachers in how to meet the needs of the ELL students. As a previous trainer of trainers for the ELLEN project and Lynda Franco's work I can honestly say that type of training needs to be done district wide for all teachers.
-
44. These modifications are available to teachers, BUT I do NOT believe that most teachers know how to use them or when to use them.
-
45. We only have one ELL student who is in preschool.
-
46. Oral administration.
-
47. We do not have any English language learners in my building.
-
48. We don't have any ELL students.
-
49. Additional time.
-

50. Assessment in native language when possible.

51. Ability for ELL students to access ELL teacher for help and support.

52. Oral questioning.

53. Some teachers are implementing good instructional practices with working with ELL students while others need additional training and have an opportunity to see good instructional practices modeled.

54. Don't know.

55. We only have a couple of English language learners, but they are pretty proficient in English.

56. Not sure.

Which of the following modifications do teachers in your district currently make to classroom assessments to help students with disabilities?

1. 1:1 support, more time, coordinated efforts with home.

2. Teacher read directions, auditory responses allowed, scribing.

3. Keyboarding, extended time, oral presentation, manipulatives.

4. Any and all accommodations for special needs students to be successful; plans are created for each individual student.

5. Extended time to test, breaks within the test (ADHD students) and some scribe. Some of these students know the answer they just can't get it out and on paper without losing their train of thought.

6. Assistive technology, word programs on computers.

7. Whatever states in the IEP and to use rti methods to help the students succeed.

8. Dependent on individual child's needs and program placement.

9. Don't know.

10. Assistive technology.

11. Many more depending on the Individual Education Plan.

12. We make sure that our SPED learners are learning the same information but with reading at their independent level and with tools and supports that make them successful.

13. Teacher read test, directions.

14. Extended time; oral presentation of materials.

15. Paraprofessional assistance in classrooms.

16. We encourage the use of appropriate accommodations as determined by individual student need. We spend a lot of time training on the differences between accommodation and modification in the hopes that teachers will use differentiation and accommodations to allow all students access to classroom instruction and assessment. That being said, we encourage the use of universal design in all assessments in order to maximize access for Special Ed and EL learners.

17. Depends on the disability.

18. Modifications depend upon the disability.

19. Simplified tests, completed study guides, pre-made notes.

20. Accommodation and modifications address individual student needs.

21. CSAP allowable accommodations.

22. Not sure at district level.

23. Extended time. Chunking the test to avoid fatigue. Reading directions aloud. Providing examples to avoid being tricked by a question. Transcribing when necessary.

24. Length of time to complete assessments.

25. This includes, DHH, VH, SLIC, LD,ED, MH.

26. Depends on the needs of the students and what meets their needs.

27. Helping find alternative texts with lower reading level difficulty. Pre-teaching concepts and vocabulary before assigning text reading. Building content area reading guides for text assignments.

28. Extended time.

29. Reader/scribe.

30. Depends on the site and the disability....all of the above are used as needed.

31. I'm not sure.

32. Extended time for taking assessments.

33. True differentiation of instruction is not always apparent in every classroom. Our staff needs more training on how to meet the needs of ALL students (G/T to Special Ed to ELL) in the classroom rather than a pull-out program. But we need money, resources, and trained people to do this!!!

34. This is something that is expected of most teachers and I do believe that our IS dept does a nice job of expecting teachers to modify for students with disabilities when necessary.

35. Oral administration/scripting.

36. Additional time.

37. Depends on the disability.

38. Oral questioning.

39. I am at the district level and not in the assessment department, so my knowledge of what is going on in assessment modifications is limited.

40. Some teachers are implementing good instructional practices with working with SPED students while others need additional training and have an opportunity to see good instructional practices modeled.

41. Don't know.

42. IEP specific.

43. Additional time; differentiation for instructional delivery and assessment strategies.

How effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?

1. Our SPED teacher thinks the older version of CSAPA was a better tool to assess students who qualified.

2. It really depends on the student and their disability. The problem is there is so much focus on the test and the results not the learning.

3. Special needs students already have a file/portfolio.

4. Again, must meet the students needs.

5. We can't afford to purchase platforms/programs to give large-scale assessments or perform data analysis.
6. We have no students that require any of these services.
7. I hope you all realize that students that are learning English are not the same as students with content disabilities. Language proficiency does not equal content knowledge.
8. I think a 5th grader working below grade level who could take his grade level test and be successful would be great.
9. Profoundly handicap students should not have to spend hours taking the CSAP A which takes time away from their instruction.
10. Students with disabilities often give up on the assessments that are above their ability level. There should be an assessment that keeps students going when they can (ceiling items) and somewhat a basal. An online assessment could do this easily based upon correct responses.
11. Don't know.
12. The last 3 are not currently used.

What is your racial/ethnic group?

1. How is this question relevant to the survey?
 2. European decent
 3. American
 4. Probably all of the above.
 5. What possible difference can this knowledge make?
-

Appendix C

Additional Educator Comments

In addition to the survey responses collected via the online system and summarized previously, four Colorado educators provided additional comments directly to the survey administrator. These comments reflect concerns regarding the current assessment system but also provide recommendations for systemic improvements, recommendations CDE may choose to consider.

In my opinion – the bottom line is that we (the school system) are tooooooo focused on standardized test scores – and we are not preparing the students for the ‘real life’ experiences such as: mortgages, credit cards, credit scores, raising a family, insurance, etc. The amount of money that is spent/wasted on all the standardized testing is obscene.

A test such as the CSAP pretty much guarantees that half of the students tested will be at partially proficient or unsatisfactory. That is what a normed test does. I recommend a series of evaluations in content areas that you absolutely want every student to know. Every student should be able to pass that test. Students should be tested when they exit a course. Most of the students I deal with do not have the exposure to science by the time they test. The science test is still a reading test.

When you refer to formative assessment as defined as “formative refers to assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.” Some of the questions then seem to beg that definition when you ask about a systems and district use and creation of formative assessments and especially CDE created formative assessment. We view formative assessment as completely in the realm of the teaching –learning cycle and must be developed at the class or grade or course level within a school if they are to inform daily instruction.

I have had multiple conversations with staff and administrators about the validity and value of the CSAP tests. We feel our students and staff would be much better served if the State would develop a list of acceptable assessments (NWEA, Dibbles, AIMS Web, etc.) and allow each school to utilize 2-3 that best fits their school environment. Results would be available almost immediately and of much more value in the classroom. Money spent on CSAP testing could be redistributed to help pay for the services of these tests. We currently utilize testing information from some of the above mentioned tests to guide our classroom practices but the CSAP tests serve only as a required point of assessment and are of very little or no value to classroom teachers. This is primarily

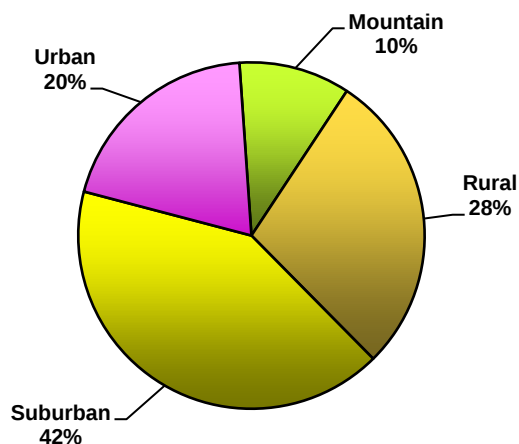
because the results take much too long to get back and the reporting format is too cumbersome for teachers to want to use when trying to identify individual student areas of weakness or strength. Thus, I believe CSAP's serve as an infringement upon two weeks of class time instead of the intended tool for promoting student educational progress. There have to be better ways for CDE to evaluate student progress and student needs.

Appendix D

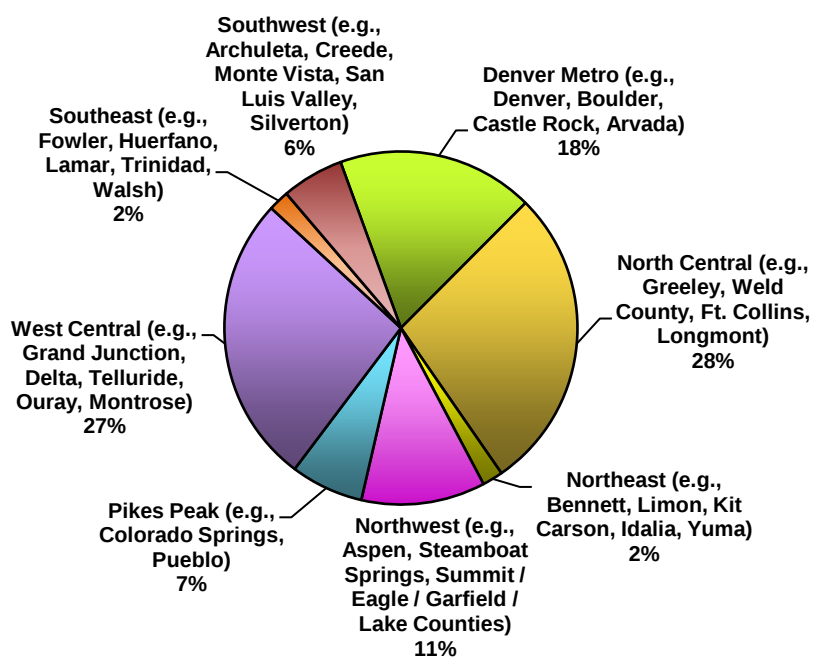
P(K)–1 Teacher Responses

The following figures represent responses from P(K)–1 teachers only. A total of 107 respondents indicated that they teach at the (P)K–1 level.

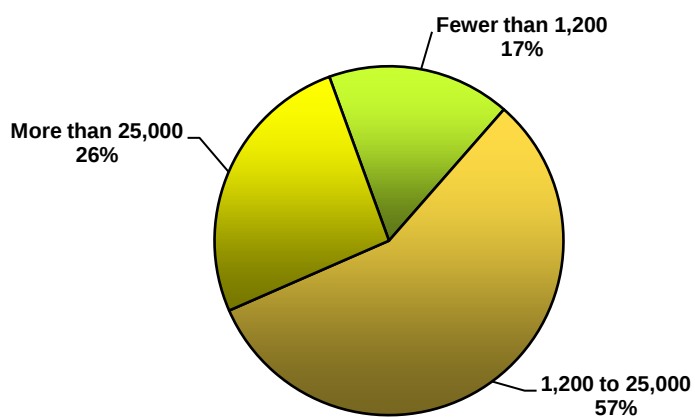
**Figure 1. Which of the following best describes your community?
(n=106)**



**Figure 2. In which geographic region do you work?
(n=105)**



**Figure 3. What is the total student enrollment in your district?
(n=100)**



**Figure 4. How many years have you been involved in teaching, administration, or other roles in education?
(n=107)**

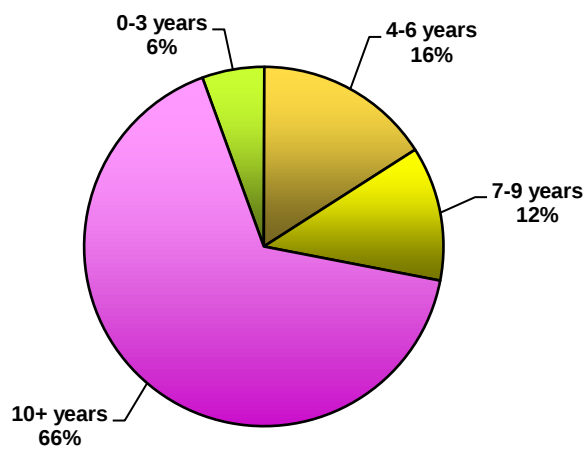


Figure 5. What is your racial/ethnic group?
(n=104)

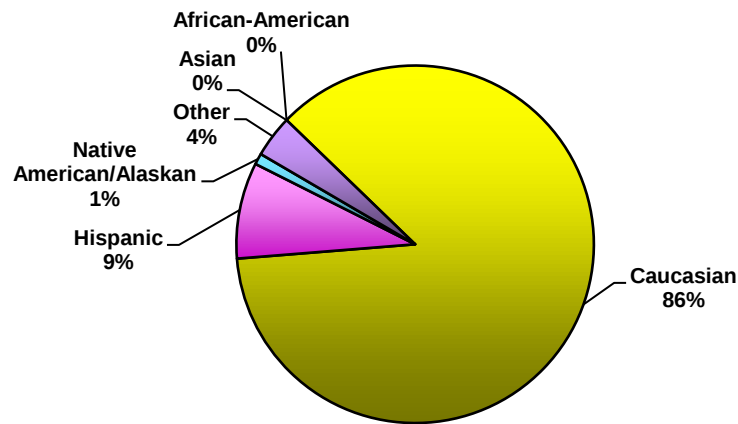
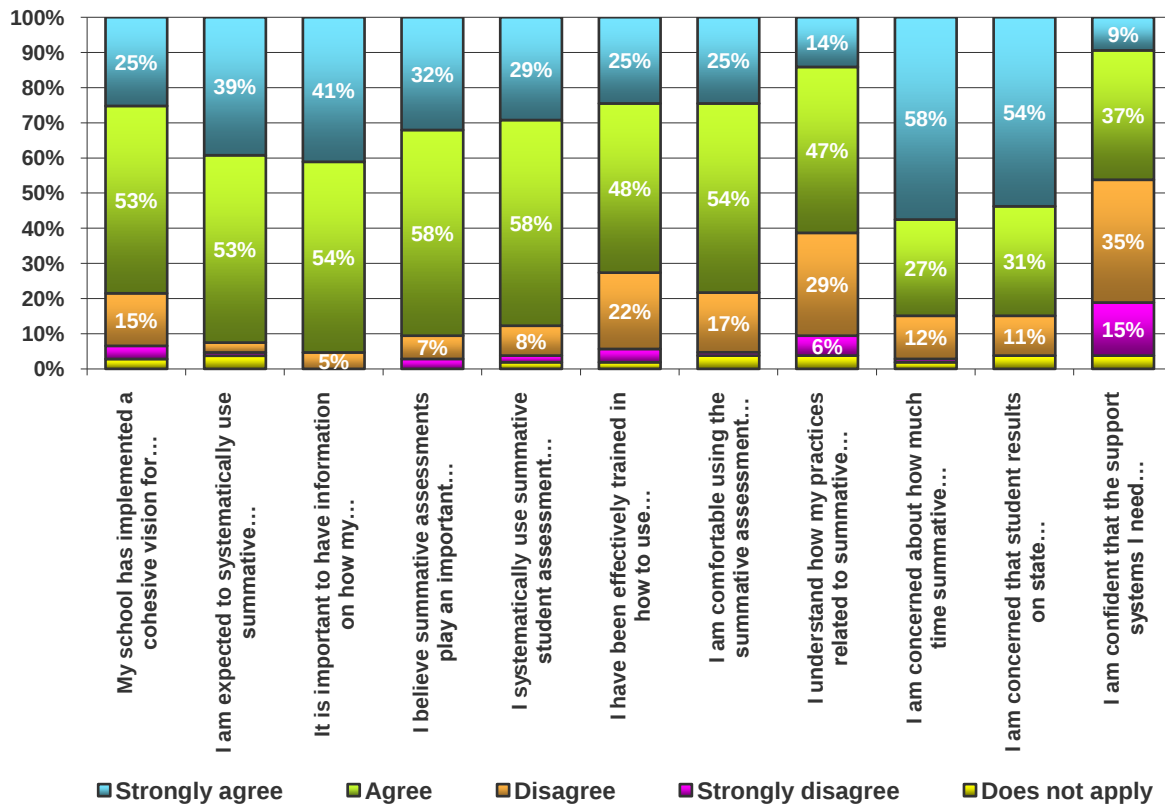
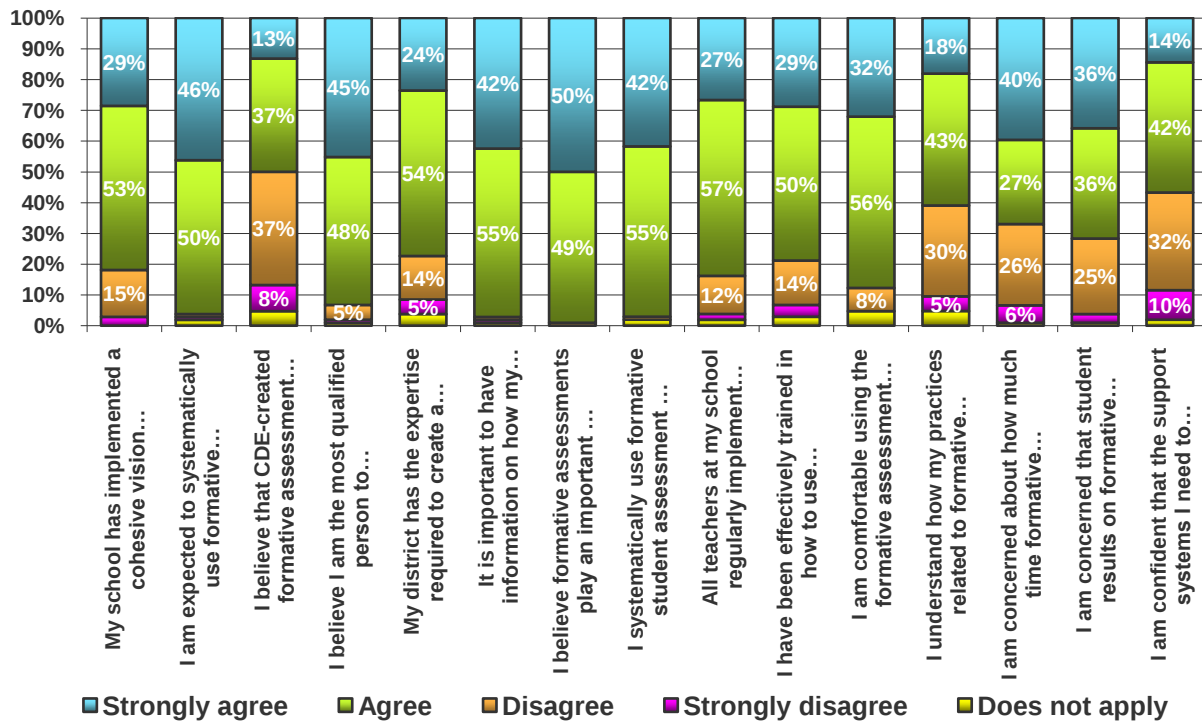


Figure 6. Please indicate your level of agreement with each of the following statements (summative assessments).
(n=107)



**Figure 7. Please indicate your level of agreement with each of the following statements (formative assessments).
(n=106)**



**Figure 8. Who is currently responsible for developing formative assessments that are used in classrooms at your school?
(n=107)**

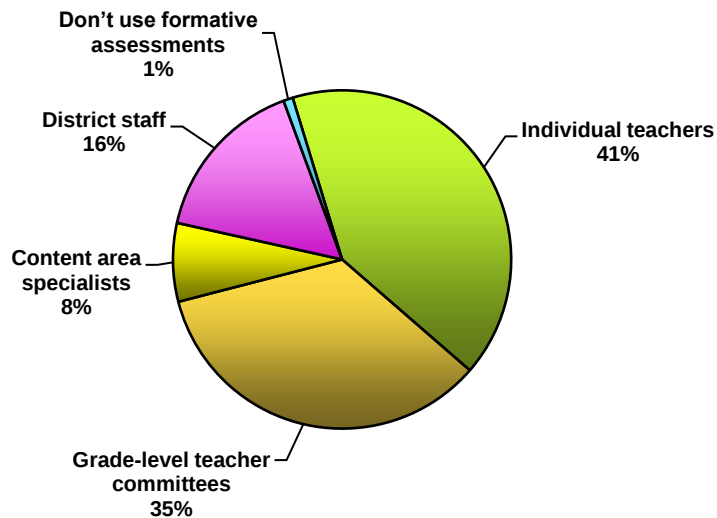


Figure 9. For which of the following purposes, if any, do you regularly use data from formative assessments?
(n=106)

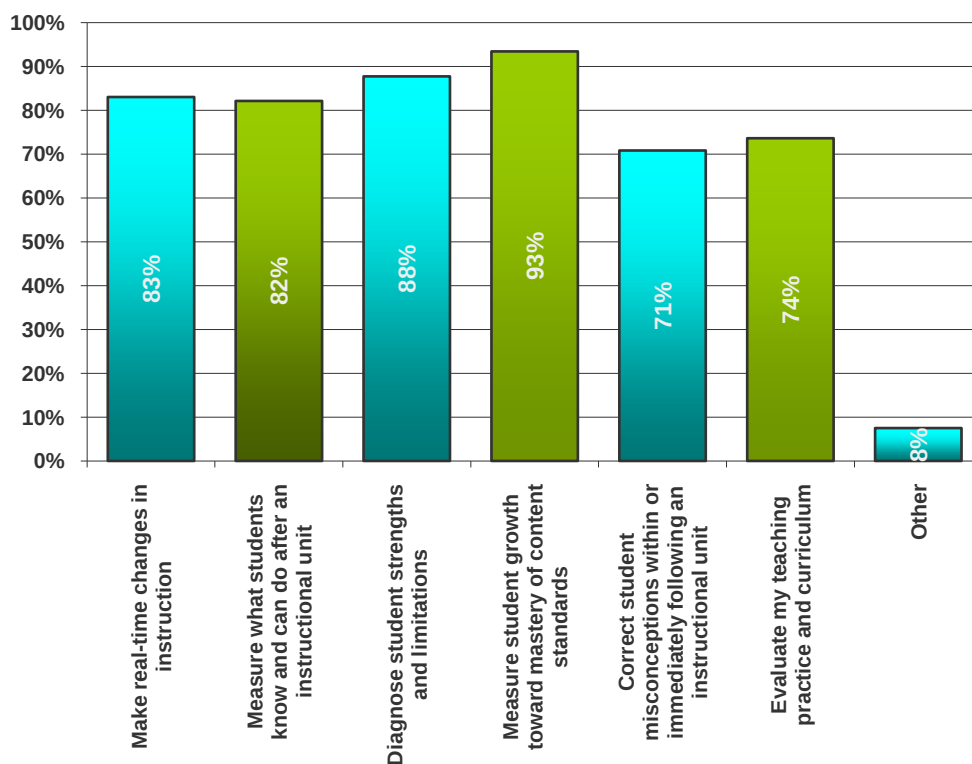
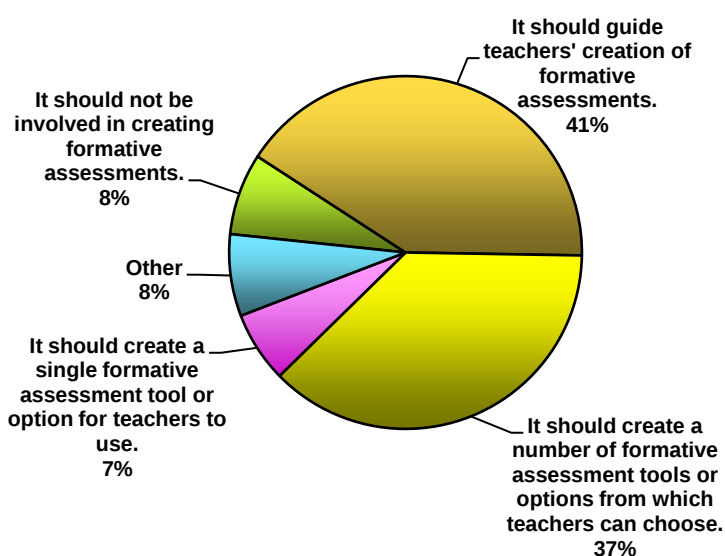
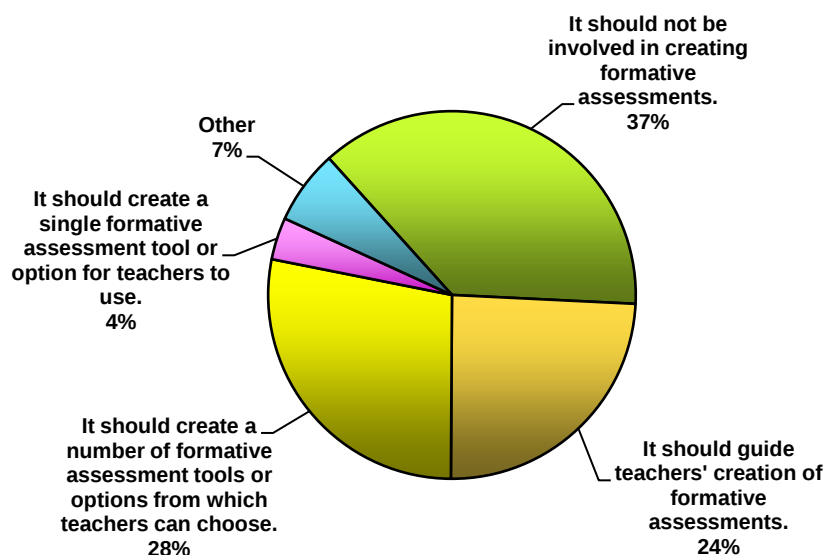


Figure 10. What role do you feel your district should play in creating formative assessments for the classroom?
(n=107)



**Figure 11. What role do you feel CDE should play in creating formative assessments for the classroom?
(n=107)**



**Figure 12. In your experience, how effective are the following types of test items in assessing what your students know and are able to do?
(n=105)**

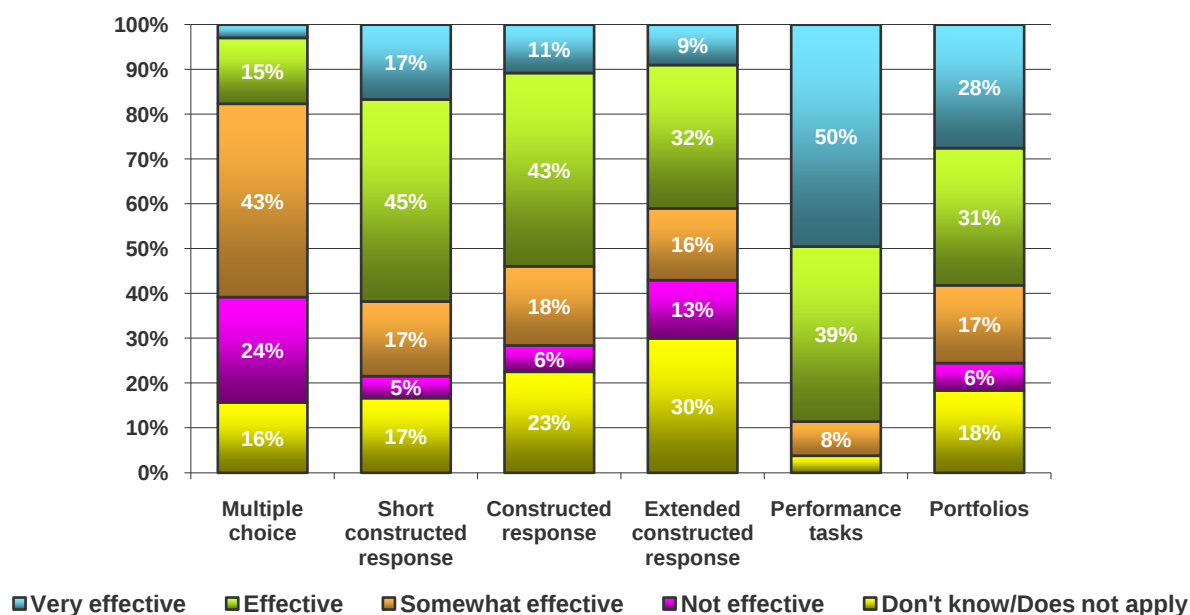


Figure 13. How effective are the following types of test items in helping you plan and improve your instruction?
(n=105)

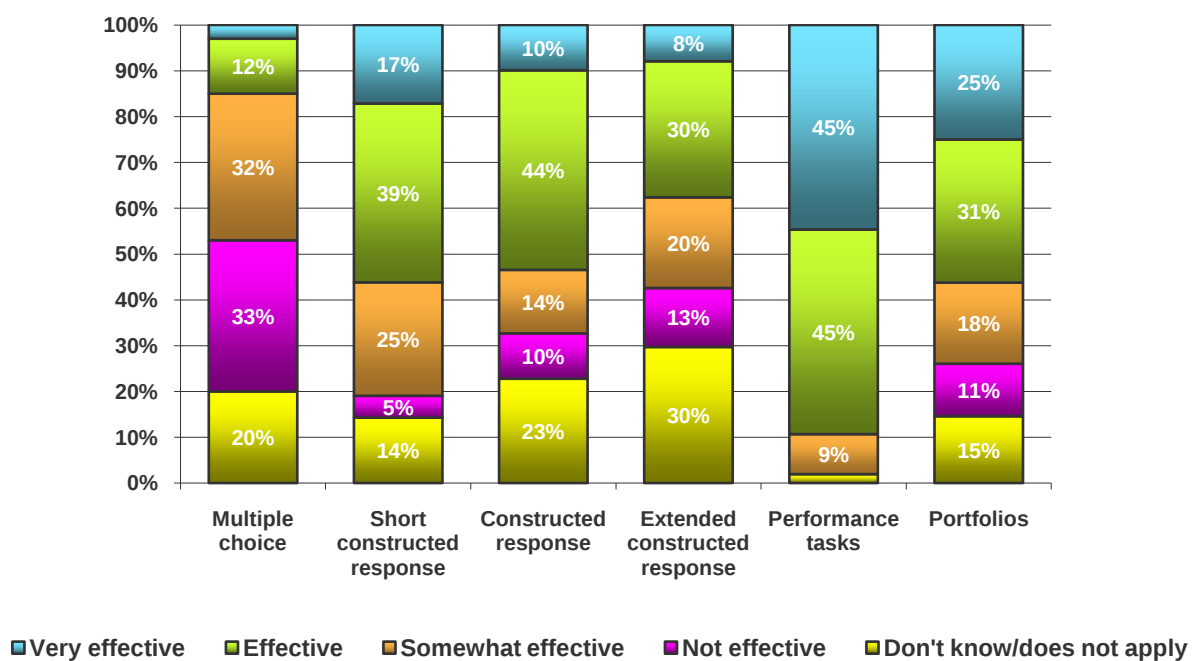


Figure 14. Have you administered online tests to your students in the past three years?
(n=105)

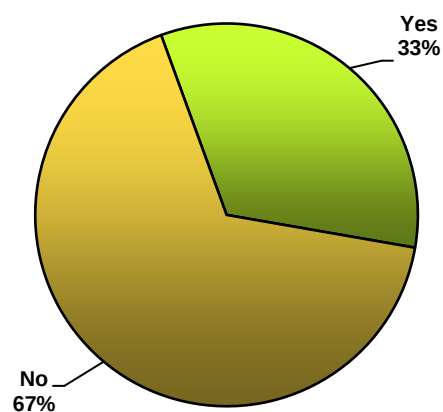


Figure 15. CDE is interested in exploring ways to administer online assessments and report results through an online portal. Please indicate your agreement with the following statements concerning online administration of assessments.

(n=106)

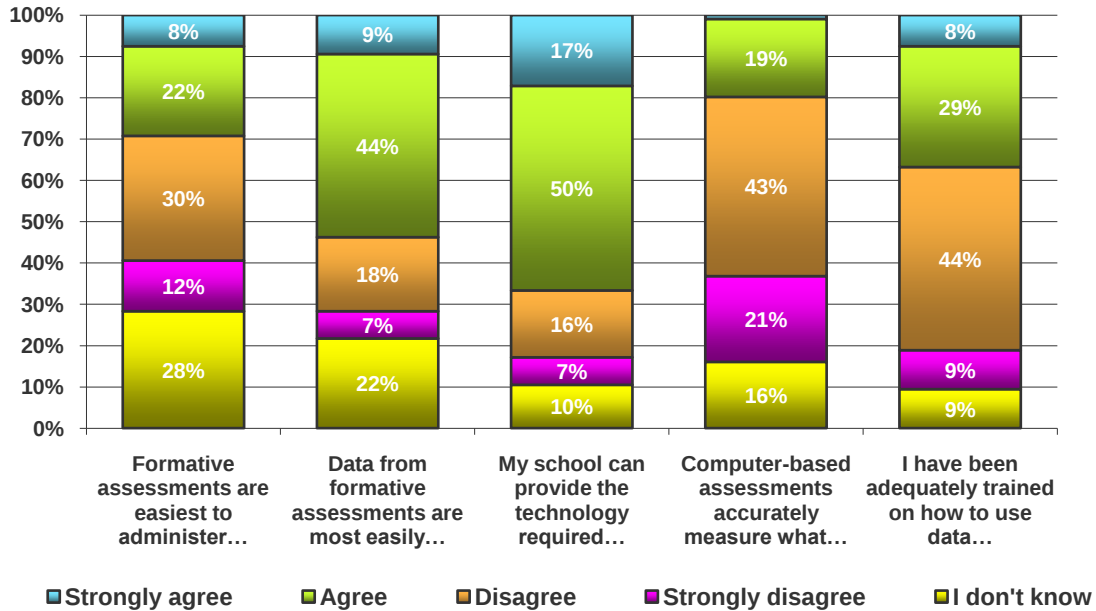


Figure 16. CDE is interested in evaluating how prepared young children are to enter school. How effective do you believe the following items are in indicating school readiness?

(n=105)

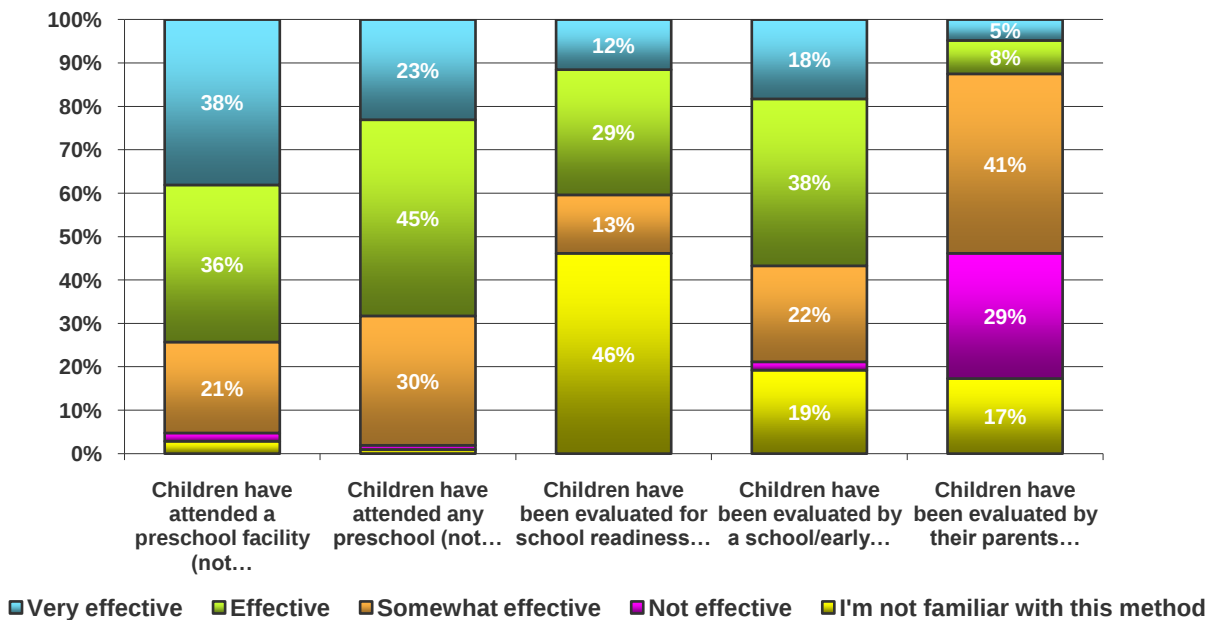


Figure 17. CDE is also interested in evaluating how prepared students are for postsecondary activities (e.g., college, the workplace). How effective do you believe the following indicators are in indicating postsecondary readiness? (n=101)

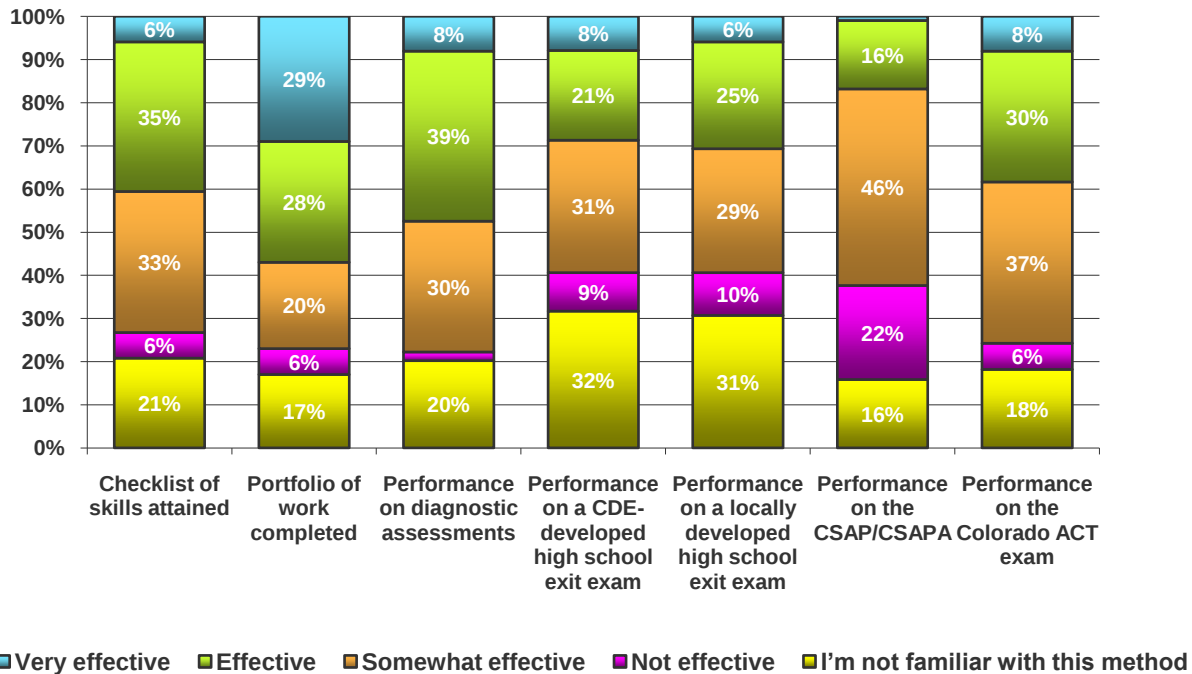


Figure 18. Which of the following, if any, do you see as potential obstacles to implementing a new, comprehensive assessment system? (n=102)

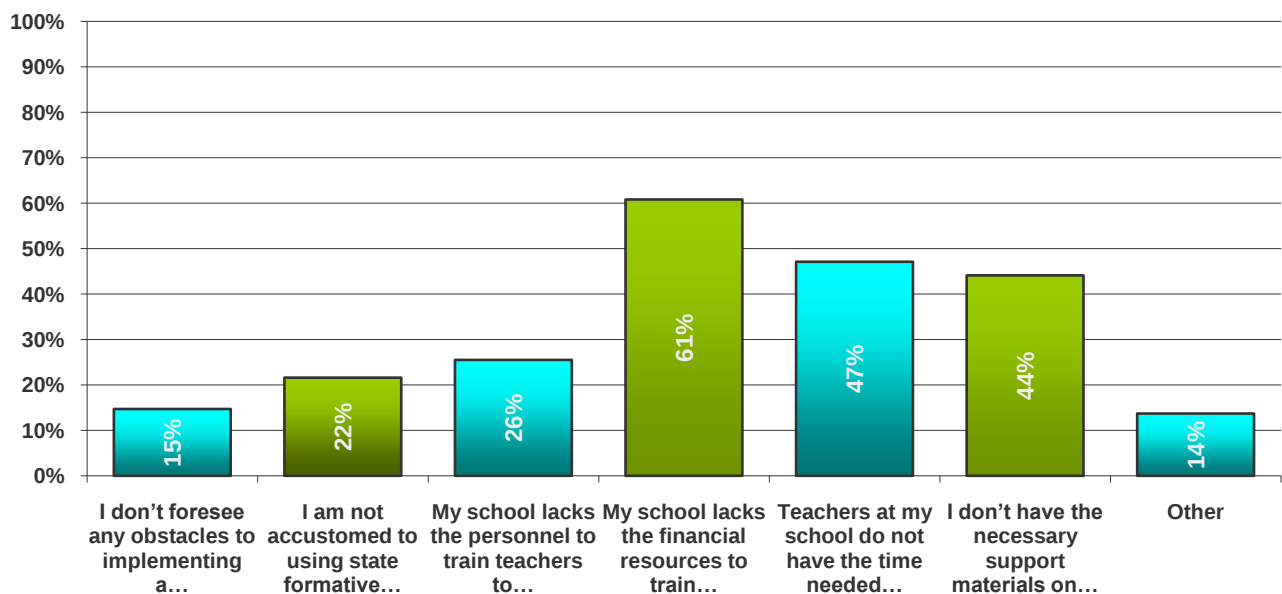


Figure 19. Which of the following tools and/or supports would help you effectively implement a new, comprehensive assessment system?
(n=104)

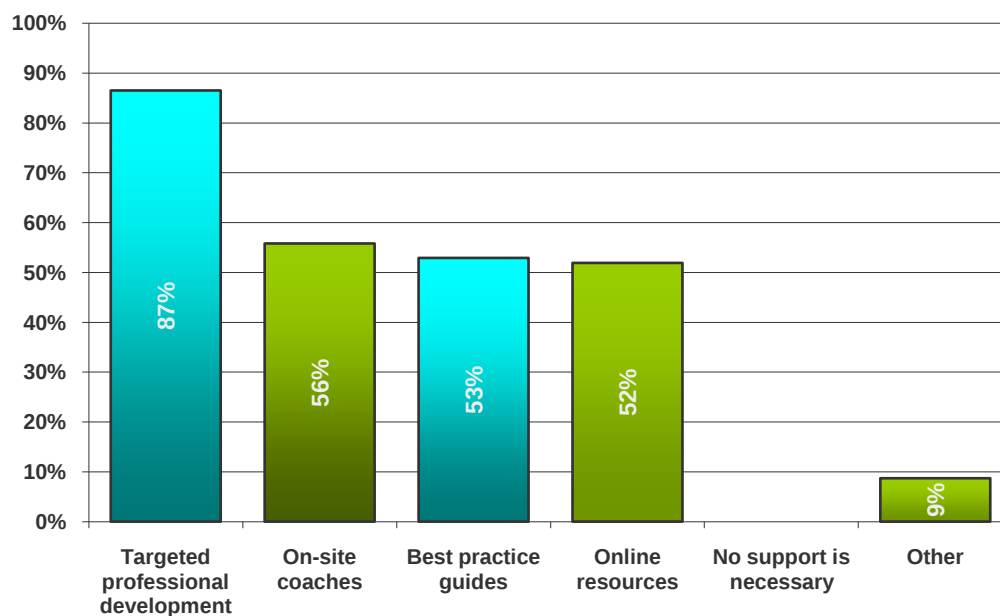


Figure 20. Which of the following modifications do you currently make to classroom assessments to help English language learners?
(n=101)

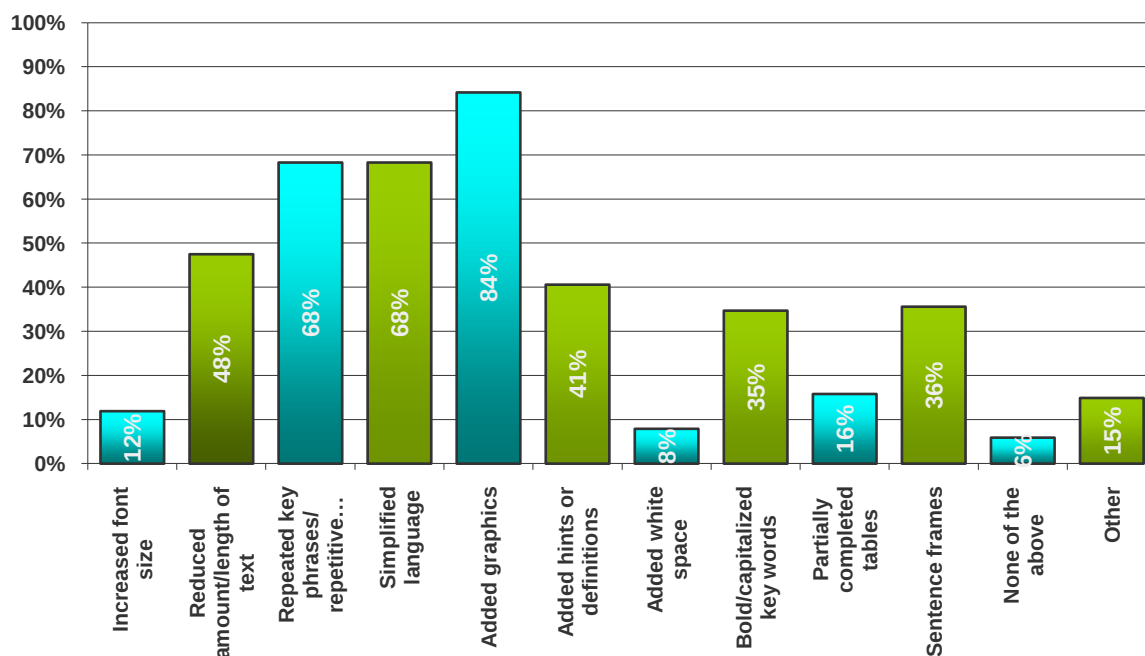


Figure 21. Which of the following modifications do you currently make to classroom assessments to help students with disabilities?
(n=104)

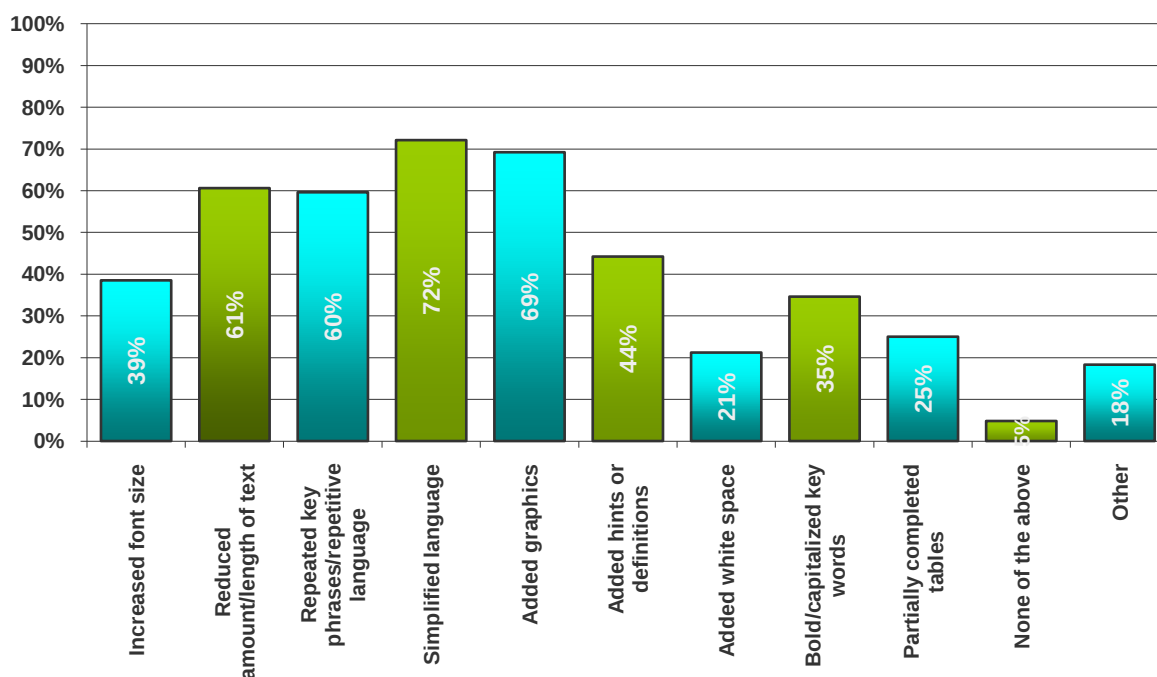
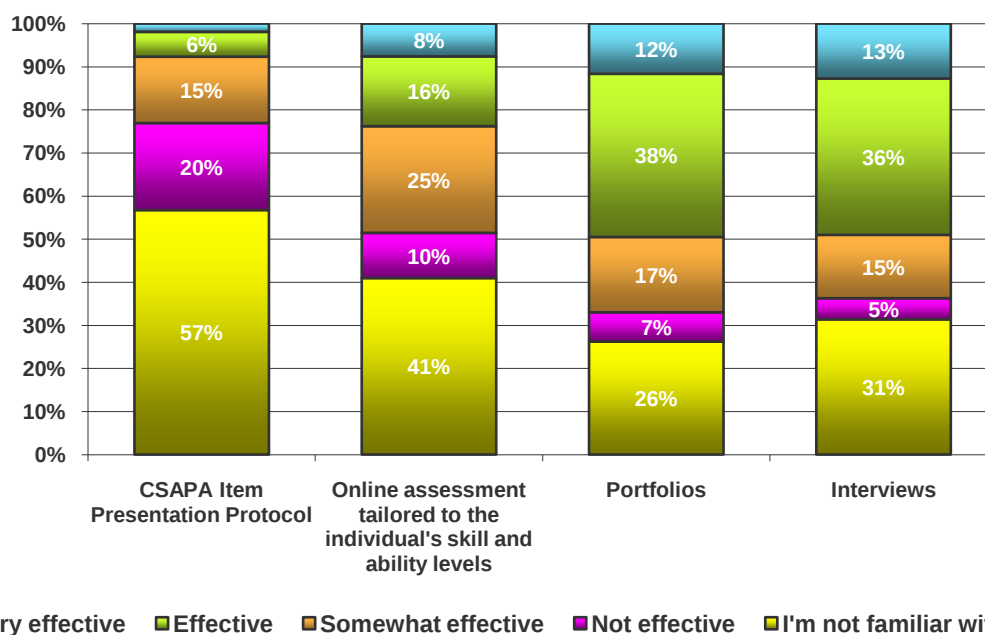


Figure 22. Based on your experience working with special student populations, how effective are the following assessment methods in assisting special needs students, such as English language learners and/or students with disabilities, with taking standardized assessments?
(n=105)



Appendix J:

**Adopted Final Student Assessment System
Attributes - Dec. 6 2010**

Colorado's Postsecondary and Workforce Readiness (PWR) Assessment System

Considerations for the Colorado State Board of Education

Adopted December 6, 2010

FINAL

Vision:

Colorado's new assessment system will signal mastery of (PWR) Colorado Academic Standards at grade level. As the Colorado Academic Standards reflect both knowledge and application of skills as expressed in the description of postsecondary and workforce readiness (PWR), the new assessment system will also measure progress toward PWR. It will be designed to produce meaningful results which will be both easy to understand and applicable to students, parents and educators.

Ongoing feedback, student relevance and interim results each represent a new approach to the role of assessment in high-quality instruction. The new assessment system will inform instruction and provide early feedback, which will also help to reduce remediation. Over time (and where appropriate) the assessments will be given online, in order to accommodate the timely return of results. Voluntary formative practices and aligned interim benchmark assessments may be provided by the state. The summative assessments, given by the state as the state record and for accountability, will be given as late in the school year as possible to allow for more instruction and results will be made available prior to the end of the school year.

The state, in collaboration with educator preparation programs, shall prepare annually a report on the effectiveness of IHE-based and alternative educator preparation programs, using aggregated data on student academic growth, educator placement, and educator mobility, and retention.

Introduction:

Passed in 2008, Senate Bill 212, often referred to as Colorado's Achievement Plan for Kids or CAP4K, set forth a framework for reform in Colorado. The promise of CAP4K is a simple one: align Colorado's educational system from preschool to college to focus on the readiness of all children at key transition points and prepare them for postsecondary and workforce readiness. Students that graduate from high school "ready by exit" will meet minimum academic qualifications for admission at all open, modified open, or moderately selective public institutions of higher education in Colorado.

The first step in working toward the goal expressed in CAP4K was establishing descriptions of what it means for a child to be ready to enter a learning environment at the preschool and kindergarten levels and what it means to be ready to exit high school and be successful in a variety of postsecondary options. In December 2008, the state board adopted a description of school readiness. The state board of education and the Colorado commission on higher education accomplished the latter goal in June 2009 by adopting the Postsecondary and Workforce Readiness description which outlined the content and skills all high school graduates must know and be able to do upon exit.

The fulfillment of SB212 continued with the revision of the Colorado Academic Standards and aligning them to these descriptions of readiness. The new standards represent a dramatic shift in expectations. The standards, beginning in preschool and continuing through high school, are constructed to guide students' progress towards being postsecondary and workforce ready. In addition to content concepts, 21st century skills are embedded throughout, making them more comprehensive than previous sets of standards. To assist

educators in implementing the new standards and assessments, CDE is currently providing voluntary model curricula exemplars to support and be used as needed by both pre-service and current educators. In addition, higher education will align their admissions standards to the PWR expectations and facilitate the necessary improvements to educator preparation programs.

Creating an assessment system to complement these standards is the next priority. Per SB08-212, the system must include school readiness assessment(s); state summative assessments, including an alternate assessment for our students with the most significant cognitive disabilities; postsecondary and workforce measures; and assessments for English Language Learners.

The proposed assessment system represents a shift in thinking about assessment away from the concept of assessment being only one time high stakes events for some grades seemingly separate from instruction. Rather, the P-20 system recognizes that good assessment and instruction cannot occur in isolation of one another. Under the proposed new system, educators and students will receive ongoing feedback on student performance that will inform instruction in meaningful and more immediate ways. In addition, shared data across the system will provide information on effective practices across the P-20 systems, including educator preparation. This is expected to result in improved student learning and increased postsecondary and work readiness for the students of Colorado. It is important to emphasize that only some of the proposed assessment results, such as those from the summative state assessments, will have high stakes accountability decisions attached to them. Others, the much more frequent formative and interim results, are only meant to provide monitoring of student learning of the standards and guidance for instruction.

One thing is clear, creating a truly aligned P-20 system and the implementation of the proposed assessment system is predicated on the commitment of early childhood providers, districts, the Colorado Department of Education, and the Colorado Department of Higher Education working together.

The following articulates the recommended assessment system attributes resulting from many discussions of subcommittee, stakeholder and community groups. They represent the key features for the State Board of Education to consider.

State Summative postsecondary and workforce accountability system

Background:

The purpose of the state summative assessment is to measure progress toward college and career readiness and mastery of the PWR Colorado Academic Standards (both content knowledge and skills). For a small group of students with the most significant cognitive disabilities, an aligned alternate assessment will be developed as well.

Assessments will be given as late in the school year as possible with the results reported on student transcripts and report cards. In addition, the summative results will be used for the state accountability system and reflected in the Colorado Growth Model.

CCHE and SBE agreed that the results from the final high school summative assessment will provide an indication of a student's postsecondary and workforce readiness. Implications may include high school graduation guidelines, higher education admissions policies and criteria for endorsed diplomas.

A nationally recognized college admissions test will also be required of all 11th grade students.

Agreement: SBE acknowledges that summative assessments aligned to the PWR Colorado Academic Standards (including both content knowledge and skills) will be part of the new assessment system.

1. The state summative assessments will at least measure Math and English Language Arts, including the application of knowledge and skills, in grades 3-11.
2. Science and Social Studies will be measured, at least once in elementary, middle, and high school.
3. To take advantage of new interactive item types and facilitate the timely return of the results, the summative assessments will be on-line to the extent it fits instructional best practice and is fiscally possible or feasible.

Formative (on-going) postsecondary and workforce measures

Background:

Formative assessment is best thought of as formative instruction and therefore it changes expected teaching practice. These practices will determine incremental progress toward mastery and reveal student confusion, resulting in improved teaching and learning.

The best teaching in Colorado uses daily and an on-going cadence of questions to evaluate student academic progress. These formative questions must be tightly aligned to the new PWR standards at every grade.

For those educators already in the classroom, formative assessment demands on-going professional development in the use of these practices and interpretation of these results.

Agreement: SBE agrees that formative assessment will be part of the new assessment system; therefore, the state will support and provide guidance for local education providers in formative assessment.

1. CDE will support districts in providing on-going professional development activities in the use of these practices and interpretation of these results. Support should include differentiated approaches based on local needs: collaboratively developing learning progressions, models/exemplars, and videos as resources allow.
2. CDE will support the creation of district or regional consortia to promote professional dialogue on assessment throughout the state as resources allow.

Interim (benchmark) postsecondary and workforce measures

Background:

Interim assessments measure a student's progress toward mastery over time. Optimally, students will be able to understand their results and their progress and what they mean in terms of their academic and post-high school plans. The use of interim assessments is expected to help prevent the chronic need for postsecondary remediation.

Aligning interim assessment to the PWR Colorado Academic Standards impacts educator preparation programs (IHE-based and alternative), ongoing professional development, induction, and classroom practices.

Agreement: SBE agrees that interim assessments should be a part of the new assessment system and that the state will support and provide guidance for local education providers with the uses of interim assessments.

1. Districts will determine timing, frequency, and design/selection of interim assessments.
2. CDE will offer exemplary, voluntary interim assessment tools aligned to the state-tested subjects with the goal of providing interim assessments aligned to all standards as resources allow.
3. CDE will provide a vetting process and rubrics to assist district in purchasing or designing rigorous and standards-focused interim assessments for all grades and all content areas as resources allow.

School readiness measures for grades P-2

Background:

Per Senate Bill 212 early childhood measures must be included in the assessment system and be aligned to the Colorado Academic Standards. The law states that by Fall 2013 each local education provider shall administer the school readiness assessment to each student enrolled in a kindergarten program.

The new system must provide one or more assessments to measure preschool and kindergarten students' level of readiness to engage in and benefit from elementary classroom environments. The primary purpose of measuring readiness factors is to inform instruction and intervention to achieve positive outcomes. The data derived from school readiness assessments will lead to a deeper understanding of each child so that instruction and support can be differentiated to best meet individual needs.

Results from assessments may NOT be publically reported for individual students and may NOT be used to deny admission or progression through first grade. Ensuring all students in public schools have a unique student identifier, (i.e. SASID) allows for the sharing of results and data across education sectors. Aligning early childhood measures to PWR Colorado Academic Standards impacts educator preparation programs, ongoing professional development, induction, and classroom practices.

Agreement: SBE agrees that school readiness assessments will include primarily a mix of state-approved formative and interim assessment tools.

1. CDE recommends that the Colorado Basic Literacy Act (CBLA) be updated to align with the PWR Colorado Academic Standards and that numeracy be added to reflect the same instructional values of progress monitoring and early intervention where needed.
2. The state will offer districts a menu of approved school readiness assessment tools.
3. In preschool through second grade school readiness assessments will rely on formative assessment practices and interim assessments.
4. In grades 1-2 mastery of the PWR Colorado Academic Standards will be measured.
5. Districts are encouraged to introduce developmentally appropriate end-of-year assessments.

English Language Learners assessments

Background:

The state assessment system will include an English language proficiency screener and an annual English language proficiency assessment that will be administered to PHLOTE, (Primary or Home Language Other than English), students and English Language Learners as provided by federal and state laws. The screener will be used to identify whether a PHLOTE student is Limited English Proficient and is eligible to receive English language development services. The screener will be offered to districts for use at any time. It will be administered to students new to a school district as provided by law. The annual assessment will be given to all Limited English Proficient students and to measure their language proficiency in speaking, listening, reading and writing in English. The purpose of the annual language assessment is to provide a valid and reliable measure of proficiency and comprehension of English. Results will be used as part of a body of evidence to designate individual student English language proficiency and for district and state accountability purposes.

Agreement: SBE acknowledges that the English Language Learners assessments will include a screener and proficiency test aligned to the Colorado English Language Proficiency (ELP) standards.

1. The proficiency assessment window will begin after the October count and will close prior to the beginning of any other state annual summative academic content testing.
2. The proficiency assessment will be technically sound and administration practices will be consistent with the expectations of other high stakes state assessments (e.g., tests will be secure and students will not be exposed to the same form multiple times).

Other postsecondary and workforce measures

Background:

Individual and Career Academic Plan (ICAP) will capture a student's career and academic plans (per SB256), such as career exploration, interest inventories, academic progress, service learning, and college applications. Career and technical pathways toward a career may be captured in the ICAP. ICAP may also capture those 21st century skills/attributes that do not currently lend themselves to being assessed on the state summative assessment. The ICAP is a body of evidence that captures progression toward college and career readiness. The new assessment system would benefit from a state-wide, common visual display for the results and bodies of evidence collected in the new system. Concurrent enrollment credits earned will continue as Colorado statutes provide. State high school assessments will require Higher Education Admission Requirement (HEAR) alignment.

Agreement: SBE agrees that the priority of postsecondary and workforce readiness measures will be part of the new assessment system. The system will capture bodies of evidence for a student's academic progress, planning, preparation, and readiness competencies, which will not necessarily be used for state accountability purposes.

1. A dashboard will be a visual display for P-20 students to use as on-going documentation of their PWR progress, including ICAP documentation, student work exemplars, employer recommendations, and other relevant materials.
2. Results can be used for high school, as well as college and career eligibility and guidance. The body of evidence displayed on the dashboard can be used for graduation considerations or endorsed high school diplomas.

Appendix K:

**CCHE and SBE Final Assessment Adoption –
Nov. 29 2010**

Colorado's Postsecondary and Workforce Readiness (PWR) Assessment System

Considerations for mutual agreements between Colorado Commission on Higher Education and Colorado State Board of Education

Adopted by CCHE and SBE on November 29, 2010

FINAL

Vision:

Colorado's new assessment system will signal mastery of PWR Colorado Academic Standards at grade level. As the Colorado Academic Standards reflect both knowledge and application of skills as expressed in the description of postsecondary and workforce readiness (PWR), the new assessment system will also measure progress toward PWR. It will be designed to produce meaningful results which will be both easy to understand and applicable to students, parents and educators.

Ongoing feedback, student relevance and interim results each represent a new approach to the role of assessment in high-quality instruction. The new assessment system will inform instruction and provide early feedback, which will also help to reduce remediation. Over time (and where appropriate) the assessments will be given online, in order to accommodate the timely return of results. Voluntary formative practices and aligned interim benchmark assessments may be provided by the state. The summative assessments, given by the state as the state record and for accountability, will be given as late in the school year as possible to allow for more instruction and results will be made available prior to the end of the school year.

The state, in collaboration with educator preparation programs, shall prepare annually a report on the effectiveness of IHE-based and alternative educator preparation programs, using aggregated data on student academic growth, educator placement, and educator mobility, and retention.

Introduction:

Colorado's citizens, policy leaders and educators have developed attributes of a new state assessment system. All levels of the public education system now converge into a unified set of expectations, which are outlined in the postsecondary and workforce readiness description and incorporated within the academic standards for Colorado students. With content mastery as the primary focus, the new assessment system will measure formal mastery of content and ongoing progress toward readiness. Components will include end-of-year mastery, interim checkpoints, bodies of evidence, nationally recognized college admissions tests, and early childhood measures.

What follow are the recommended assessment system attributes and the mutual agreements for CCHE and SBE to consider.

State summative postsecondary and workforce accountability system

Background:

The purpose of the state summative assessment is to measure progress toward college and career readiness and mastery of the PWR Colorado Academic Standards (both content knowledge and skills).

A nationally recognized college admissions test will also be required of all 11th grade students.

CCHE and SBE agree that the results from the final high school summative assessment will provide an indication of a student's postsecondary and workforce readiness. Implications may include eligibility for high school graduation, higher education admissions policies, and criteria for endorsed diplomas.

Mutual Agreement: CCHE and SBE acknowledge that summative assessments aligned to the PWR Colorado Academic Standards (including both content knowledge and skills) will be part of the new assessment system.

1. State summative results will measure at least Math and English Language Arts in grades 3 through 11. Science and social studies will be measured at least once in elementary, middle and high school. Application of knowledge in context will be expected.
2. Summative assessment results will be reported on student transcripts.
3. The SBE and CCHE will collaboratively determine scores which indicate that students meet college-level content and learning skills expectations without remediation. Educator preparation programs (IHE-based and alternative) will ensure that all candidates completing educator preparation programs are familiar with and competent in the PWR Colorado Academic Standards prior to providing endorsement for licensure.

Formative (ongoing) postsecondary and workforce measures

Background:

Formative assessments lead to formative instruction, and thereby require changes in expected teaching practice. These assessments will determine both student mastery and confusion, allowing for improved classroom instruction and student learning.

Aligning formative assessment to new PWR Colorado Academic Standards impacts educator preparation programs (IHE-based and alternative), ongoing professional development, induction and classroom practices.

Mutual Agreement: CCHE and SBE agree that formative assessments are key components of effective instruction; should be an integral part of educator preparation programs; and will be part of the new assessment system.

1. Educator preparation programs (IHE-based and alternative) will include formative assessment practices in their coursework in order to develop future educators competent in soliciting, understanding and utilizing student performance feedback.
2. Educators already in the classroom require ongoing professional development on formative assessment practices and results interpretation. Through such methods as collaborative information sharing, models/exemplars, videos and the like, DHE and CDE are committed to supporting districts through collaboration with educator preparation programs (IHE-based and alternative) and ongoing professional development activities.

Interim (benchmark) postsecondary and workforce measures

Background:

Interim assessments measure a student's progress toward mastery over time. Optimally, students will be able to understand their results and their progress and what they mean in terms of their academic and post-high school plans. The use of interim assessments is expected to help prevent the chronic need for postsecondary remediation.

Aligning interim assessment to the PWR Colorado Academic Standards impacts educator preparation programs (IHE-based and alternative), ongoing professional development, induction and classroom practices.

Mutual Agreement: CCHE and SBE agree that interim assessments should be part of how we measure student progress in the future and as such should be included in all educator preparation programs, as well as part of the new assessment system.

1. Educator preparation programs (IHE-based and alternative) will teach educator candidates how to analyze and best utilize assessment data to improve student performance.
2. DHE and CDE will support ongoing professional development for licensed educators on the use of interim assessments and the interpretation of their results.

Early childhood measures

Background:

The new system must provide one or more assessments to measure preschool and kindergarten students' level of readiness to engage in and benefit from elementary classroom environments. The primary purpose of measuring readiness factors is to inform instruction and intervention to achieve positive outcomes. The data derived from school readiness assessments will lead to a deeper understanding of each child so that instruction and support can be differentiated to best meet individual needs.

Results from assessments will NOT be publically reported for individual students and will NOT be used to deny a student's admission or progression through first grade. Ensuring all students in public schools have a unique student identifier (i.e. SASID) allows for these and other results and data to be shared across education sectors. Aligning early childhood measures to PWR Colorado Academic Standards will impacts educator preparation programs, ongoing professional development, induction and classroom practices.

Mutual Agreement: CCHE and SBE agree that the priority of early childhood measures will be to provide formative and interim signals aligned to the PWR Colorado Academic Standards.

1. In grades 1-2 mastery of the PWR Colorado Academic Standards will be measured.
2. Educator preparation programs (IHE-based and alternative) will teach developmentally appropriate assessment practices.

Other postsecondary and workforce measures

Background:

Individual and Career Academic Plan (ICAP) will capture a student's career and academic plans (per SB256), such as career exploration, interest inventories, academic progress, service learning, and college applications. Career and technical pathways toward a career may be captured in the ICAP. ICAP may also capture those 21st century skills/attributes that do not currently lend themselves to being assessed on the state summative assessment. The ICAP is a body of evidence that captures progression toward college and career readiness. The new assessment system would benefit from a state-wide, common visual display for the results and bodies of evidence collected in the new system. Concurrent enrollment credits earned will continue as Colorado statutes provide. State high school assessments will require Higher Education Admission Requirement (HEAR) alignment.

Mutual Agreement: CCHE and SBE agree that the gauging of PWR will be part of the new assessment system. The system will capture bodies of evidence of student's academic progress, planning, preparation and readiness competencies, which will not necessarily be used for state accountability purposes.

1. A dashboard will be a visual display for P-20 students to use as ongoing indication of their PWR progress (academic results, learning skills, interim scores, ICAP, etc.). The dashboard will be aligned only to the PWR Colorado Academic Standards and will be useful in postsecondary advising and guidance.
2. Postsecondary results will be shared with the secondary system to inform continuous improvement.
3. Results can be used for high school, as well as college and career eligibility and guidance.

Appendix L:

Cost Study - CAP4K Interim Report - March 2010



**Analysis of the Costs of
Colorado's Achievement Plan for Kids (CAP4K)
First Interim Report**

Prepared for
Colorado Department of Education

By
Augenblick, Palaich and Associates
and the
Colorado School Finance Project

March 1, 2010

Executive Summary

This report is the first of three prepared by Augenblick, Palaich and Associates (APA) for the Colorado Department of Education (CDE) to estimate the costs associated with Colorado’s Achievement Plan for Kids (SB 212 of 2008, commonly referred to as CAP4K). CAP4K is designed to “align the public education system from preschool through postsecondary and workforce readiness” [22-7-1002 (4)(a)] and to create a “seamless system of standards, expectations, and assessments from preschool through postsecondary and workforce readiness” [22-7-1002 (4)(c)]. This first report focuses on the planning phase for three components of CAP4K:

- (1) School Readiness;
- (2) New Content Standards; and
- (3) Postsecondary and Workforce Readiness (PWR).

For each component, APA attempted to determine the activities and costs needed to fulfill the requirements of four key impacted entities: (1) Colorado Department of Education (CDE); (2) Colorado Department of Higher Education (DHE); (3) K-12 school districts; and (4) institutions of higher education (IHEs). Some of the most critical information contained in this report is the lists of activities that each impacted entity is undertaking to s part of Phase I Cap4K planning activities. Each entity will have engaged in the following activities during this initial phase:

Colorado Department of Education- CDE co-convened regional tours and held meetings with stakeholders, conducted a review of relevant literature and best practice, developed the school readiness and PWR descriptions, developed new content standards, developed school readiness indicators, and developed strategic implementation and outreach plans.

Department of Higher Education- DHE held meetings with stakeholders, including representatives of higher education institutions, and participated in the development of the PWR description by co-convening regional tours, conducting a literature review, developing a database and conducting an analysis of pertinent data.

School Districts- School districts will translate new state requirements into local language and local expectations, design and implement staff development, adopt the new content standards

and align their existing curriculum, plan for new assessments, develop a PWR program, determine material and technology needs, and manage communications with students and families about new requirements.

Institutions of Higher Education- IHEs will plan for any needed changes to their teacher preparation programs, admissions policies, remediation policies and materials as a result of CAP4K. Community colleges also participated in the development of the school readiness, PWR and content standards.

It is important to note that CDE and DHE are further on the implementation timeline than school districts and IHEs. This had a significant impact on the ability of CDE and DHE to estimate the resources they need to comply with CAP4K. School districts, in particular, are only beginning to implement CAP4K and their understanding of what will be required for them is limited; as such, it is difficult to predict what their costs will be at this time. APA therefore only included costs to districts that could comfortably be estimated at this time; this means that the total cost estimates shown below do not include costs to districts for the PWR component and include a range of costs for the school readiness component. All figures in this report should be considered rough estimates at this stage and APA intends to review and refine these figures to produce a more complete and accurate cost picture in subsequent reports. With these caveats in mind, the total estimated costs by component for each entity are shown in the table below.

Entity	Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
Colorado Department of Education	\$250,339	\$929,716	\$341,117	\$1,521,172
Department of Higher Education	-	-	\$178,637.66	\$178,638
	\$2,596,988 to		Cannot Estimate at this Time	\$128,512,869 to
K-12 School Districts	\$13,277,343	\$125,915,881		\$139,193,224
Higher Education Institutions	\$192,374	\$851,910	\$502,897	\$1,547,181
Total Estimated Cost for CAP4K Phase I (Incomplete)			\$131,547,181 to \$142,440,214	

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Appendices

Appendix A- School District Collection Device

Appendix B- Institutions of Higher Education Collection Device

Introduction

This report is the first of three designed to estimate the costs associated with Colorado’s Achievement Plan for Kids (SB 212 of 2008, commonly referred to as CAP4K). SB212 required that a study of the “anticipated ...costs of implementing the provisions” of the law be undertaken and that the Colorado Department of Education (CDE), in consultation with the Colorado Department of Higher Education (DHE), contract with an independent entity to do this work (22-7-1018). Because CAP4K is implemented over several years, interim cost estimates are required to be completed by March 15, 2010 and by October 1, 2010; with a final cost estimate to be completed by October 1, 2011. The legislation also required that separate cost estimates be identified for: 1) CDE; 2) DHE; 3) 178 school districts in the aggregate (including Boards of Cooperative Education Services and the Charter School Institute); and 4) 27 postsecondary institutions in the aggregate (including 12 four-year public institutions and fifteen two-year public institutions, which includes the community college system).

Augenblick, Palaich and Associates, Inc. (APA) was awarded the contract for this cost study in October of 2009. APA is a Denver-based education consulting firm that has worked with policymakers around the nation on issues related to education funding since 1983. APA has undertaken a variety of projects for CDE, numerous Colorado school districts, and several local foundations including ones focused on the use of pupil-weighted funding formulas, analyses of school district budgets, the development of alternative teacher compensation models, and the examination of school reorganization. For this project, the Colorado School Finance Project (CSFP) is a subcontractor to APA for the purpose of providing support and assistance. The CSFP was created in 1995 by the Colorado Association of School Boards, the Colorado Education Association, and the Colorado Association of School Executives and monitors school funding in the state.

Overview of CAP4K

CAP4K is designed to “align the public education system from preschool through postsecondary and workforce readiness” [22-7-1002 (4)(a)] and to create a “seamless system of standards, expectations, and assessments from preschool through postsecondary and workforce readiness” [22-7-1002 (4)(c)]. The legislature recognized that in order to meet such goals it is necessary that “the State Board of Education and the Colorado Commission on Higher Education, with the departments of education and

higher education, work in close collaboration” [22-7-1002 (4)(b)] and that it is a “multi-faceted and complex project that will require multiple stages of planning, design, and implementation ... that will likely continue over years” [22-7-1002 (4)(c)]. Fulfilling these expectations “will likely require ...the allocation of new resources to meet increased needs at the state and local levels, including but not limited to significant investment in professional development for educators.” [22-7-1002 (4)(c)]. The CAP4K cost study was expected to address the costs associated with:

- (1) reviewing, adopting, and implementing standards and curricula;
- (2) implementing a new assessment system for CAP4K’s preschool through elementary and secondary standards;
- (3) implementing the school readiness description and assessments, including creating and implementing individualized school readiness plans;
- (4) incorporating career and technical education standards into the curricula;
- (5) aligning the preschool, elementary, secondary, and postsecondary education curricula with the postsecondary and workforce readiness description and administering and reviewing the postsecondary and workforce planning, preparation, and readiness assessment;
- (6) making changes to the postsecondary admissions processes and publications; and
- (7) reviewing, adopting, and implementing standards in teacher preparation programs [22-7-1018 (1)(c)(I) - (VII)].
- (8) Probably need to add a piece around graduation/diploma requirements – this is last part of CAP4K in 3rd year.

Components of CAP4K

For the purposes of this first interim report, APA looked at three components of CAP4K:

- (1) School Readiness;
- (2) New Content Standards; and
- (3) Postsecondary and Workforce Readiness.

Included below are summaries of each of these components. Please note that much of the language is school district specific since they originally appeared in the materials provided to school districts.

Component One- School Readiness

In December 2008, the State Board of Education adopted the following description of school readiness as part of CAP4K:

School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Using this description, the State Board is adopting school readiness guidelines and assessments that are designed to measure a child's preparedness when entering school and identify areas of improvement.

Indicators of children's school readiness which are still in development include:

- **Social and Emotional Development** (e.g. ability to form human relationships, to get along in a group setting, self-confidence, sense of right and wrong, sense of empathy)
- **Communication and Language Development** (e.g. verbal and non-verbal skills, awareness of representation and meaning, ability to be understood and understand others)
- **Approaches to Learning** (e.g. participate and complete tasks, independently choose activities, age-appropriate level of concentration, problem-solving skills)
- **Content Knowledge** (e.g. basic knowledge of numbers, basic understanding of concepts, i.e., heat/cold, more/less)
- **Physical Well-Being and Motor Development** (e.g. rate of growth, motor skills, medical care)

Under SB 08-212, local education providers will create and implement individualized readiness plans (IRPs) for each child to address any areas where improvement is needed. The intent is that IRPs will inform teacher practice and help students progress towards school readiness.

In addition to evaluating the preparedness of children entering elementary school, the CAP4K School Readiness Component also addresses the ability of a school to meet the needs of kindergarten students by working collaboratively with families and community service providers. Examples of school capacity components include:

- **Professional Proficiency** (e.g. highly trained and qualified adults, knowledge of growth and social development of typically and atypically developing children, ability to translate knowledge into developmentally appropriate practices, application of knowledge of research proven practices to meet the developmental needs of all students)
- **Strategic Thinking in Leadership** (e.g. school leadership which works invitingly with young families, hospitals, child care providers and all P-3 educators to maximize the learning outcomes; leaders who analyze their success and communicate progress and needs in a way which compels parents and local citizens to get involved)
- **Community Services and Family Engagement** (e.g. provide an inventory of all available service providers in neighborhood range – [health, parent education, social service, family support; arrange regular meetings and executive director briefings to facilitate active participation and communication about on-going needs and services; measure outreach, enrollment, alignment of student attendance and satisfaction survey by internal and parent consumers])
- **Structures and Resources** (e.g. developmentally appropriate materials and resources, small class size, availability of full-day kindergarten, appropriate facilities)

Component Two- New Content Standards

As part of CAP4K, the state is conducting a standards review to update Colorado's state content standards. Currently, Colorado Model Content Standards exist in the areas of civics, dance, economics, foreign language, geography, history, mathematics, music, physical education, reading and writing, science, theater, and the visual arts for grades K-12. CAP4K requires CDE to revise the standards in three ways: (1) to expand the standards to preschool through grade twelve; (2) to align the standards

with the new descriptions of school readiness and postsecondary and workforce readiness; and (3) to meet the highest national and international standards that have been implemented successfully and that meet the legislation's other requirements. School districts must revise their standards to meet or exceed the new state standards, at a minimum, in those subject matter areas that are including in the state preschool through elementary and secondary education standards, including but not limited to English language competency.

The following are the changes that should be expected with the revised standards:

- **The inclusion of Postsecondary and Workforce Readiness and 21st Century Skills:** In an effort to align classroom learning with real world needs, content standards will be revised to include 21st Century Skills where appropriate. The skills identified as necessary for students to enter a globally competitive workforce are: (1) critical thinking and reasoning; (2) information literacy; (3) collaboration; (4) self-direction; (5) innovation; and (6) analysis and interpretation skills.
- **Fewer, clearer and higher standards:** A review of current content standards has determined that there are more standards and benchmarks than can be taught in depth in the school time frame. The new standards are written in broad terms to capture the volume, scope, and variability of the skills and information. Colorado has designed grade expectations to meet national and international tenets of "fewer" standards to reflect essential concepts that form intelligent building blocks grade-by-grade; simply stated "clearer" standards that convey knowledge and skill outcomes; and "higher" standards that allow each student to achieve at high levels and provide students with the skills needed to become Postsecondary and Workforce Ready.
- **Early childhood and higher education expectations:** As a fundamental part of the end-in-mind strategy, the revised Colorado standards focus on the entire system and each child from early learning to grade 12 mastery, incorporating the new definitions of school readiness and postsecondary/workforce readiness.

- **Concepts, not facts:** The new standards transform Colorado's academic requirements into crucial concepts and skills that provide the essential background, fluency, depth of knowledge, and problem solving abilities expected of all students in key content areas.
- **Standards by grade level:** The revision committee will also be unbundling grade span standards by grade level. This will create vertical alignment as students move from grade to grade as well as horizontal alignment across subjects.

In addition to the updated state academic standards, the Colorado Department of Education will also develop a new state assessment system that will be implemented during the 2011-2012 school year.

Component Three- Postsecondary and Workforce Readiness

The draft definition of postsecondary and workforce readiness (PWR) jointly adopted on June 30, 2009 by the Colorado State Board of Education and the Colorado Commission on Higher Education is as follows:

“Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent.

Postsecondary education and workforce readiness assumes that before graduating high school students are ready and able to demonstrate the following without the need for remediation:

1. **Content knowledge** in the areas of (1) literacy; (2) math; (3) science; (4) social sciences; and (5) the arts and humanities.
2. **Learning and life skills** in the areas of (1) critical thinking and problem-solving; (2) finding and using information/information technology; (3) creativity and innovation; (4) global and cultural awareness; (5) civic responsibility; (6) work ethic; (7) personal responsibility; (8) communication; and (9) collaboration.

Students will be evaluated using the following assessments: an 8th or 9th grade planning assessment, a 10th grade preparation assessment, and an 11th grade readiness assessment.

School districts will be expected to develop a Postsecondary and Workforce Readiness Program based upon these guidelines and assessments. All high schools must offer at least one Postsecondary and Workforce Readiness Program and all students must enroll in a program. Programs are designed to prepare a student to demonstrate Postsecondary and Workforce Readiness prior to or upon attaining a high school diploma. Districts may make graduation dependent on completion of the program. Based on criteria set by the State Board, high schools may offer an endorsement on diplomas indicating successful or outstanding completion of the program. Students receiving a postsecondary and workforce readiness endorsement shall be guaranteed eligibility for credit-bearing courses and are guaranteed to meet minimum academic qualifications for admission into Colorado's moderately selective institutions of higher education subject to additional review of other admission and placement qualification. By 2014, the Colorado Commission on Higher Education will be revising the minimum academic admission standards for first-time freshmen and transfer students to align with the postsecondary and workforce readiness description.

Beginning in the 2011-12 school year, schools will also need to provide additional services and supports for 11th and 12th grade English language learners if they are unable to meet English language competency standards or demonstrate Postsecondary and Workforce Readiness.

Scheduled Implementation of CAP4K

The scheduled implementation of CAP4K required a number of benchmarks to be met by CDE, DHE, the State Board of Education, the Colorado Commission on Higher Education, and school districts in the years between 2009 and 2014, as follows:

In 2009, CDE was expected to submit implementation reports by February 15; CDE and DHE were expected to contract with the independent entity to conduct the cost study by September 15; the State Board of Education was expected to adopt preschool through secondary education course standards by December 15; and the State Board of Education and the Colorado

Commission on Higher Education was to have created the postsecondary and workforce readiness description by December 15 (these expectations were, in fact, met).

In 2010, the first cost study report is due by March 1; the second cost study report is due by October 1; the planning and preparation for postsecondary and workforce readiness (PWR) and the PWR assessments are expected to be available by December 15; and the State Board of Education is expected to adopt the preschool through secondary assessments by December 15.

In 2011, the State Board of Education is expected to adopt the criteria for high school diploma endorsements by July 1; the third cost study report is to be completed by October 1; local school boards are expected to adopt preschool through secondary education course standards by December 15; and local school boards are expected to revise their curricula by December 15.

In 2012, DHE is expected to develop annual reports on enrollment and education attainment at postsecondary institutions by February 15; local school districts are expected to develop individualized readiness plans for preschool and kindergarten for the fall semester; local school districts are expected to administer postsecondary and workforce readiness assessments by December 15; and the Colorado Commission on Higher Education is expected to have reviewed basic skills assessment tests by December 15.

In 2013, CDE is expected to prepare progress and effectiveness reports by February 15 and local school districts are expected to administer kindergarten readiness assessments.

In 2014, the Colorado Commission on Higher Education is expected to revise postsecondary admission policies.

Under Section 9 of SB212, the legislature allocated financial support in fiscal year 2009 (July 1, 2008 through June 30, 2009) of \$542,453 and 5.0 FTE staff to CDE, which included \$105,180 and 1.0 FTE for DHE. In addition, \$250,000 was allocated in support of a specific task (the postsecondary and workforce readiness assessment pilot program).

The Procedure Used to Estimate Costs

Developing cost estimates for any piece of legislation can be difficult for a variety of reasons: (1) legislation may be so broad that it is difficult to define it clearly; (2) there may be numerous ways to

accomplish the goals of the legislation; and (3) complying with the requirements of the legislation may be different from achieving the outcomes or goals of the legislation. Preparing cost estimates for CAP4K is particularly tricky because: (1) in part, the legislation defines a completely new undertaking; (2) costs need to be estimated not only for the state but also for education institutions; (3) different institutions were at different places in terms of legislative requirements – that is, some had already been working on components of the legislation before it was enacted; (4) the timing of the reports required is not related in any systematic way to the implementation of the legislation; (5) the national economic recession hit Colorado just as the legislation was beginning to be implemented, which resulted in agencies and institutions focusing a great deal of their attention on reducing costs; and (6) CAP4K is one of several statutory requirements that school districts and post secondary institutions face that interact with each other in some way, including alternative teacher preparation programs (SB 160), new accreditation and accountability systems (SB 163), concurrent enrollment (HB 1319), individual career and academic plans (included in SB 256), and ongoing requirements of the federal Elementary and Secondary School Act (commonly referred to as No Child Left Behind), and development of the “Higher Education Plan”..

As part of the contract between CDE and APA, an initial meeting was held to define the scope of the first report (as required by the legislation). At that meeting, it was agreed that the first report would focus on three components of CAP4K, reflecting work that had been completed and adopted by CDE and DHE:

- (1) the school readiness description and planning for its implementation in school districts and potential impact on post secondary institutions;
- (2) elementary and secondary grade level standards and planning for their implementation in school districts and potential impact on postsecondary institutions; and
- (3) the postsecondary and workforce readiness description and planning for its implementation and potential impact on postsecondary institutions.

Other components, such as the costs associated with development of assessments (for school readiness, for elementary and secondary content areas, and for postsecondary and workforce readiness) or gathering, compiling, and evaluating data will be addressed in subsequent reports.

APA used a methodology to develop cost estimates that is commonly referred to as the “professional judgment” approach among school finance policy makers and practitioners. This approach, which has

been used effectively in multiple K-12 school finance studies conducted across the country, typically utilizes panels of experts to identify programs, staffing and materials that can be translated into costs for hypothetical school districts of specific sizes and with specific student enrollment characteristics. Using this approach in the CAP4K setting, APA asked affected parties to develop lists of the tasks and activities they felt were necessary to undertake in order to implement each CAP4K component. They were also asked to estimate both the amount of time different people would need to complete those activities and any other costs for supplies, materials, technology, meetings and contracts with specialists.

For this report, APA met on several occasions with CDE and DHE to develop the lists of tasks and activities they had undertaken and planned to undertake and to obtain time estimates for different staff. For school districts, it was determined that it would be difficult to gather needed information from all districts in the state through a survey. Therefore, APA staff met individually with a sample of large districts and met with several groups of mid-size and small districts, where participants discussed the cost impacts on hypothetical districts of specified sizes. APA also held webinars with several districts prior to their completing individual district CAP4K cost surveys. For postsecondary institutions, APA determined that a survey would be the best way to collect data after meeting with DHE; all postsecondary institutions were therefore asked to complete individual surveys, which were compiled by DHE with totals forwarded to APA.

Distinctions Made When Creating Cost Estimates

APA made several important distinctions when capturing what activities and resource costs could be attributed to CAP4K. These included: (1) activities, tasks and resources needed for compliance vs. fulfilling the implied academic goals and intent of the legislation, (2) new vs. continued activities, which were translated to costs, (3) one time vs. ongoing activities that were translated to costs; and (4) defining efforts that should be made to effectively and efficiently comply with CAP4K vs. those that could be undertaken in an environment of budget reductions. Each of these distinctions is described in greater detail below.

Compliance vs. Fulfilling Implied Intent

APA differentiated between the costs of complying with CAP4K and the costs of fulfilling the intended objectives of the legislation. Compliance costs refer to those incurred by affected entities to meet the

stated requirements of the legislation. For example, CAP4K requires that school districts assess incoming kindergarten students and, on the basis of the results, create an individualized plan so that each student is prepared academically and socially for school. In this example, compliance costs are those associated with developing the assessment procedure, actually conducting the assessment, reviewing results, and preparing plans for individual students on the basis of those results. However, what would not be included in this example are any resources needed to ensure that the student, once assessed, becomes school ready. While the implied intent of the legislation is that all students become school ready, the resources needed to do so go beyond compliance with the legislation and are as a result, outside of this study's scope of work. For this first report, the focus is on planning for the three CAP4K components, which excludes most activities that go beyond compliance in any case.

New Costs vs. Continued Costs

APA also focused on new costs. Because CAP4K is, in some cases, replacing components of the education system that had been in place previously, some costs are not new costs – they simply continue activities that may have been taking place already or involve redirecting personnel that were already available. We felt that it was inappropriate to attribute such continued costs to CAP4K although it should be noted that some activities may need to be accomplished more quickly under CAP4K than they had been completed previously (as an example, school districts may have updated one or two curricular areas annually while CAP4K both adds new standards and requires that new district curricula will be implemented in a couple of years). In the long run, it is possible that CAP4K may allow school districts and postsecondary institutions to reduce costs; while such savings are not identified in this report, they may appear in subsequent reports.

One-Time vs. Ongoing Costs

APA also attempted to distinguish between “one-time” costs and costs that recur year after year. It is useful to understand when any of the four entities for which costs need to be estimated expect to undertake activities only once, even if it takes a year or two to complete such activities, and to distinguish such activities, and their associated costs, from those that are expected to be undertaken on a regular basis. For example, the cost of creating assessments may be largely at the front end, but require only periodic modifications in the future at a much lower expenditure. APA noted that some one-time costs extended over a period of time longer than a year. APA found, however, that at this

juncture it is difficult for entities to accurately differentiate the one time from ongoing costs given this is the planning stage for implementation. This will need to be assessed in future reports.

Tasks that Should be Undertaken vs. Those That Can be Undertaken Within Budget Constraints

Finally, APA wanted to estimate the costs of those activities that each of the four affected entities believed needed to be done in order to comply with CAP4K, not just those activities that the entities could afford to do given the budget constraints and reductions that went into effect as CAP4K was being implemented. (The costs ascertained are reflective of 2008-09 budgets – which recognize minimal reductions) This is something of a fine point that is very difficult to discuss with the target entities for which costs are to be estimated. Given this difficulty, the costs that were calculated, and the activities that underlie them, are conservative.

Activities and Costs by Entity

Colorado Department of Education (CDE)

APA met with CDE on a number of occasions to determine what activities it was undertaking to fulfill CAP4K. While CDE has previously reported their efforts to the legislature and calculated a fiscal note to cover the costs of their efforts, APA still felt it was still important to meet with CDE to examine whether those previous estimates were sufficient. What APA often heard during its meetings is that while the fiscal note may have provided for a full time person to fulfill a certain role, that in actuality that person's efforts amounted to more than a 1.0 FTE and instead should have been a 1.5 FTE for all of the work to have been done during an average work week. Further, prior documents recorded only activities already completed and were not forward-looking and APA needed to capture these additional activities.

Many of the activities that CDE undertook were designed to address more than one component. APA worked with CDE to determine what amount of the noted resources for each activity could be attributed to each component so that a cost by component could still be developed.

During Phase I CDE engaged in the following activities:

General CAP4K Tasks Regarding All Components

Contracting with Various Consultants (Components 1, 2, and 3): CDE contracted with several individuals and firms to do work on implementing each of the CAP4K components. CDE's efforts included the hiring of consultants, collaborating with them on various tasks and more generally managing and overseeing each consultant's work. This contracting included work done by a contractor for which there was no charge; without this service CDE would have incurred additional costs.

Internal Meetings (Components 1, 2, and 3): The team of staff members at CDE responsible for CAP4K met on a regular basis to ensure tasks were being completed in a timely manner and that the implementation process was aligned and focused.

Regular Meetings with Stakeholders (Components 1, 2, and 3): CDE regularly met with the Department of Higher Education, State Board of Education, Colorado Association of School Boards, Colorado Association of School Executives, and Colorado Educators Association, P-3 Subcommittee, P-20 Council and the Standards Review Stakeholders Committee to address each of the components. These meetings were key in helping to create the descriptions of the components and in ensuring that stakeholders were aware of the process and understood the direction CDE was moving towards.

Progress Reporting to House and Senate Ed Committees (Components 1, 2, and 3): CDE staff reported to both legislative education committees on a bi-annual basis about the progress of CAP4K implementation. The efforts to complete this task include presentation preparation and the presentations themselves.

Developing Website (Components 1, 2, and 3): CDE staff developed content for their website to address CAP4K legislation and the changes that the legislation would entail to communicate with and educate stakeholders.

Building Outreach Plan (Components 1, 2, and 3): CDE is currently developing an outreach plan that would outline the Department's response strategy. The plan will provide guidance to CDE staff to help them better respond to incoming questions regarding CAP4K.

Creating Implementation Plan (Components 1, 2, and 3): CDE is developing an overarching implementation plan to help guide their work in the next phase.

Developing Implementation Materials Bank (Components 1, 2, and 3): CDE is working to develop a bank of resources to help schools implement the new CAP4K standards.

Developing School Readiness and Postsecondary and Workforce Readiness Descriptions

Online Survey of Colorado Citizens to Create Descriptions (Components 1 and 3): CDE created an online survey that over the course of a month asked Colorado citizens what they thought was most important to ensure that students were school ready and post secondary and workforce ready. CDE then used this feedback during the creation of the descriptions for each of the components.

Literature Review for Creation of Descriptions (Components 1 and 3): CDE conducted a literature review of existing best practices and research on school readiness and postsecondary readiness at the onset of the process. This information was used to inform the initial drafts of the two descriptions.

Creation of School Readiness Indicators (Component 1): Early childhood specialists at CDE determined indicators of school readiness in the five areas identified.

Joint Regional Tour with DHE about PWR (Component 3): CDE co-convened twelve regional meetings across the state to gather feedback from the public to inform the development of the PWR description. This included developing and producing materials, prepping for the meetings, and travel for CDE staff.

Creating New Content Standards

Teacher Tour with CEA (Component 2): CDE co-convened a teacher tour with CEA to gather teacher feedback on creating and implementing new content standards. This included developing and producing materials, prepping for the meetings, and travel for CDE staff.

Review of Content Areas and Drafting of new standards by CDE Content Specialists (Component 2): CDE content specialists reviewed each of the existing content areas to determine what existing standards were still important. From this review, the content specialists determined what standards could be eliminated in an effort to decrease the total number and make them clearer and better. CDE content specialists then drafted new content standards in 13 areas. These standards were then reviewed by national experts

Developing Map between New Standards and Previous Standards (Component 2): CDE content specialists further compared the newly created standards to the previous ones to identify any

differences and similarities between them. They then created a map to crosswalk between the two sets of standards.

Total Costs by Component for CDE

APA recorded resources needed to fulfill these activities in terms of personnel time, materials and travel costs, and contractor fees. APA used actual salaries and benefits provided by CDE to determine the cost of the personnel time. As mentioned previously, the costs of any activities that were applicable to more than one component were divided proportionately for each component involved. During the eighteen-month Phase I of CAP4K the preliminary estimated total cost to CDE was as follows:

Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
\$250,339	\$929,716	\$341,117	\$1,521,172

According to CDE, in fall of 2009 there were 832,368 K-12 students in Colorado; therefore \$1,521,172 represents about \$1.83 per student.

Colorado Department of Higher Education (DHE)

APA met with DHE to determine costs associated with the first phase of CAP4K implementation. DHE staff determined that the bulk of the agency's efforts thus far have been focused around the third component, Postsecondary and Workforce Readiness. During Phase I, DHE engaged in the following PWR activities:

Postsecondary and Workforce Readiness (PWR) Tasks

Literature Review for Creation of PWR Description: DHE conducted a literature review of existing best practices and research on postsecondary and workforce readiness at the onset of the process. This information was used to inform the initial draft of the PWR description.

Joint Regional Tour with CDE: DHE partnered with CDE to convene twelve regional meetings to gather feedback in order to develop the PWR description, as described in the previous section. Their efforts

included preparation in advance of the meetings, development of materials, staff attending meetings, and associated travel costs.

Meetings with Stakeholders: DHE regularly held meetings with key stakeholder groups, including representatives from the higher education institutions and their faculty in the state both to educate them about upcoming changes and to keep them apprised of progress in the implementation of CAP4K.

Internal Meetings: DHE staff members responsible for CAP4K met on a regular basis to ensure tasks were being completed in a timely manner and that everyone was focused on required steps in the implementation process.

Creation of Database and Data Analysis: DHE created a database of relevant data, some of which consisted of graduation and remediation rates, where students attended high school, and input from businesses which regarding PWR. DHE also conducted some initial analysis of this data.

Contracting with a Consultant: DHE hired a consultant to assist with work on CAP4K. DHE collaborated with the consultant on various tasks and managed and oversaw the consultant's work.

Total Costs by Component for DHE

Based upon the activities described above, the total costs to DHE during this phase are shown below:

Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
No Costs at this Phase of the Study	No Costs at this Phase of the Study	\$141,473	\$141,473

According to DHE's head count enrollment for 2008, there are 218,571 students in Colorado public higher education; therefore \$141,473 would be about \$0.65 per student.

K-12 School Districts

In preparing to collect the cost information for school districts across the state APA designed a process that would allow it to determine if the size of a school district had an impact on the costs associated with CAP4K. In order to accomplish this, APA collected information and broke the 178 school districts in the state into six groups: 1) Above 40,000 students; 2) 20,000 to 40,000 students; 3) 10,000 to 20,000

students; 4) 3,000 to 10,000 students; 5) 1,000 to 3,000 students; and 6) below 1,000 students. APA used three different communication methods to collect the costs for school districts: 1) One-on-one meetings with districts above 10,000 students; 2) Webinars with districts between 10,000 and 3,000 students; and 3) Focus groups with multiple districts for districts below 3,000 students.

Regardless of the communication method, APA used the same collection device for all districts. This device can be seen in Appendix A and was developed by first meeting with one district's staff to discuss what types of tasks districts might be undertaking in order to comply with the components in Phase I of the cost study. It was important to have this initial discussion that focused on tasks only, with no discussion of costs, since it was apparent that many districts had not begun to undertake the work necessary to comply with the Phase I components.

APA's meeting with this initial district allowed us to generate a basic list of tasks that would serve as a starting point for our later discussions with other districts. By generating such a list in advance, districts could better focus on system design instead of developing new lists of tasks each time from scratch. However, all districts were able to add, delete and alter tasks as they saw fit so they were in no way limited to or constrained by the initial list of tasks. Districts then described the processes they would implement, the time allocated, and the materials needed to accomplish these tasks.

After several meetings it became apparent that many of the smaller districts rely heavily on Boards of Cooperative Education Services (BOCES) to implement the three main CAP4K components. In order to understand the potential BOCES role, APA therefore also held meetings with members of various BOCES from around the state.

For this report APA gathered data from the following 19 districts and several BOCES:

- Greeley Public Schools in a one on one meeting;
- Jefferson County Public Schools in a one on one meeting;
- Adams 12 Public Schools in a one on one meeting;
- Littleton Public Schools in a one on one meeting;
- Mesa Public Schools in a one on one meeting;
- El Paso County District 11 in a one on one meeting;
- Montrose Public Schools through a webinar;

- Garfield 12 Public Schools through a webinar;
- A meeting with district representatives at the annual CASB conference: Bayfield, Branson, Brush, Byers, Center, Idalia, Lake City, Meeker, Platte Valley 50, Silverton, and Strasburg.

The list and description of tasks that districts will undertake in complying with CAP4K represents some of the most important information to come forward as a result of this first reporting phase. Districts are currently in different stages with implementation of the descriptions of the three components in Phase I. While all districts have done at least some work planning for the implementation of the new content standards; they have done less work, in some cases nearly no work, to plan for implementation of the other two components. This level of completion is in line with the timeline set out in CAP4K. For many districts it was difficult to predict the effort and costs associated with work that will be done in the future. However, the discussion of what tasks would have to be undertaken was an important first step. It is important to note that there is uncertainty on the level of support that will be provided by CDE in the implementation of the three components in Phase I. As such, APA noted where districts mentioned that the amount of work necessary at the district level is viewed as being dependent on the level of state support provided.

School districts will engage in the following tasks during Phase I:

School Readiness Tasks

Translate the state requirements into local language and local expectations: Districts will take time to understand how the new readiness standards and assessment tool fit into their current kindergarten induction process. It was clear that districts had different levels of induction processes but all districts believed that the new readiness standard would be above their current level. The level of existing kindergarten service varies and it is unclear if the state will be able to move forward with full financial support for all day kindergarten.

Staff Development: The bulk of the resources associated with the implementation of the School Readiness standards will fall into staff training. The majority of the district costs associated with staff training will be one time, up-front costs with quarterly/annual updates. After the district has a full understanding of the readiness standard and assessment district staff will need to create, or contract for the creation of, training materials for both kindergarten and first grade staff. Then the kindergarten and first grade staff members will have to be trained on the new school readiness standard and assessment

tool. This staff development will most likely be done over the summer months because of the amount of time required, and because of a desire to not pull teachers from classroom teaching. Districts' costs will be reduced in this area if the state creates and provides training materials for the readiness standard.

Develop plans to raise all students not ready for kindergarten up to standard by the end of first grade:

Though no student will have to meet the new readiness standards during the first phase, districts will have to begin to design the tools that will be used to create the plans to get students "school ready." It is thought that these plans might look very similar to current Individual Learning Plans. It is unclear how this information has to be reported to CDE, and this may have an added impact on cost. The costs associated with this task could be reduced if the state provides a working template for this area.

Manage communications (including with parents, community, and staff): With the implementation of the new readiness standard a number of different groups will need to be informed beyond the kindergarten and first grade staff. One important group will be the parents of incoming kindergarten students. Most districts assume this will require increased contact time prior to the beginning of the school year with incoming students and their parents. Much of this effort can be handled within the current communications going out to parents but some time will have to be spent on creating the new information materials that will need to be distributed.

Plan for and acquire appropriate materials: Again, no student will need to reach the school readiness standard during Phase I of this work. Still, districts may begin to identify any new materials that will be necessary to align with the new requirements.

Translate and interpret materials as needed: Materials for students, staff and parents will be translated into different languages as needed.

Coordinate with families and local agencies: As part of CAP4K districts may need to build relationships with outside agencies to connect families with necessary resources – such as health and social service resources – to ensure that their children are school ready.

Content Standards Tasks

During APA's meetings with districts it was often mentioned that the tasks associated with the new content standards are not unique to CAP4K. What is unique is the very compressed timeline associated

with implementing 13 new content standards at the same time. This abbreviated timeline is taxing for all districts, but particularly for smaller districts. For smaller districts it is extremely difficult to undertake the level of work for each task listed below for each content standard in the timeline dictated by CAP4K. In fact, for smaller districts the implementation of a curricular change can take six to twelve months as the revisions and staff development are done all at once in addition to maintaining regular teaching duties. Many districts report it would be nearly impossible to implement 13 new content standards in the given time allotment as there is no capacity or available time in a typical school day to do so.

Create a set of standards in 13 course areas that is consistent with those of the state, aligning curriculum, and mapping curriculum/developing pacing guides: In the past, as new state level content standards have been adopted districts have taken the option of creating their own standards that are consistent with those put forth by the state. APA presented this as an option for those districts we met with during the Phase I work. Districts report however that, given the short timeline and recent budget cuts, they would not endeavor to create their own standards for CAP4K. Instead, every district APA met with indicated they would adopt the state content standards as is. Once these standards are adopted, districts will have to get staff to work on curriculum mapping and the development of pacing guides. Again, any support that can be provided by the state in these areas will help lessen district cost.

Design and implement staff development as necessary (training in best practices, training in new materials, etc.): The task of staff development on the new content standards was divided into three categories:

- a. *Creation of training materials on new standards:* District staff will develop materials, which could include printed materials or online modules, for each of the new content standards by grade level.
- b. *Training on new standards:* Once the training materials are created district staff, mainly teachers, will have to be trained on the new content standards. With the tight timeline and the redo of all the content standards, the amount of training required is predicted to be significant. All districts also indicated that to accomplish this task properly, evaluations and revisions would be needed over multiple years.
- c. *Coaching teachers on 21st Century skills:* Many districts felt that training around 21st Century skills will need to be ongoing to ensure that it is properly integrated into all instruction.

Districts therefore plan to coach teachers on an ongoing basis throughout the year in addition to providing training on the new content standards.

Determine and integrate technology as needed: Many districts mentioned that, as the new content standards are implemented, particularly those that are brand new, additional technology will be needed to expand connectivity as well as hardware and software capacity. The desire to utilize technology was critical as it was more timely and efficient. Staff will begin to evaluate these needs in Phase I.

Manage communications about new standards: The implementation of the new standards will require communication to staff, parents and the community. Staff will therefore need to be provided information on the new standards as well as the process their district will be utilizing for implementation.

Align to formative assessments: Districts use various formative assessments throughout the year. Districts will need to take the time to review their current formative assessments and ensure they align well with the new standards. This includes changes needed in data bases, and associated support materials.

Postsecondary and Workforce Readiness (PWR) Tasks

PWR is the area where the least number of districts indicated having a strong understanding of the tasks they would undertake. In general, however, the tasks listed below were identified as important to help many districts begin to frame their approaches.

Develop Postsecondary and Workforce Readiness Program: Though districts know they will need to implement a Postsecondary and Workforce Readiness program, what districts believe this should look like varies widely across the state. More clarity in state expectations would therefore be helpful. It is, for instance, unclear what type of additional reporting will be expected of districts and to whom such reporting will be made. Some districts believe that the PWR requirements simply trigger a need to provide a class or set of courses that every student takes during their high school career. Other districts view it as a comprehensive overhaul of the current high school design requiring the development of comprehensive guidance services and a redesign of high school course schedules. Districts are in various stages of implementing a PWR program. Though this component does not need to be in place in the

next few years, some districts are already creating similar approaches in their schools. These districts may serve as good models to help determine what PWR should look like across the state.

Determine and integrate technology as needed (student needs, instructional and accountability/data reporting needs): Most districts believe, regardless of the PWR model discussed, that a large amount of technology, both software and hardware, will be needed to implement the PWR programs. One common theme is that the new monitoring of students in their progress towards graduation will require districts to have more sophisticated technologic capacity.

Staff Development: Like the other two components, districts will need to design materials and then train staff on the PWR requirements. Depending on the type of program being implemented, staff development or redesign could be very time consuming and costly. The state could lessen district costs by providing a framework, template or materials for this work.

Manage communications: The implementation of the new PWR standard will require communication to staff, students, parents and the community to ensure all constituents understand the purpose and structure of new programs..

Develop plan to provide additional support and services to ELL students: The PWR component specifically addresses getting ELL students proficient in English in a “timely manner.” In Phase I, districts will need to design the plans associated with making this a reality.

Total Costs by Component for School Districts

When working with the districts APA attempted to identify costs for all three components in Phase I. To do this APA asked districts to identify the resources, such as staff time, they would need in order to fulfill the requirements of each component. APA provided the districts with a collection device that allowed them to identify the effort needed to accomplish each task, but did not ask them to translate or calculate this into total costs. This meant that the districts did not know what the cost of each component would be and instead were only focused on the resources and time needed to complete each task.

As was mentioned above, the timeline for the three components varies and many districts did not have a full understanding of what resources would be needed for one or more of the components. In the end, APA felt most comfortable with the data associated with school readiness and implementation of

the new content standards. APA will not be reporting any cost data for the PWR component in this first interim report, but will do so in subsequent reports. For the other two components we have cost figures that vary due to the size of the district. Much like the state funding system, smaller districts reflected costs for the two components that are higher on a per pupil level than it was for larger districts.

It is important to note that APA was unable to collect enough information to translate into cost estimates for districts below about 1,500 students. This is because these districts are likely to develop different service delivery models that they explore with one another and with BOCES. In APA's meeting with representatives from the BOCES, they indicated that they would be exploring what role they could serve for districts in the implementation of CAP4K, but no specific activities or costs could be estimated at this time. Therefore, APA will work to include a more accurate estimate of the costs incurred by the smallest districts in future reports when better information will be available.

School Readiness

The school readiness component costs ranged from \$1.33 per pupil up to \$21.68 per pupil. The per pupil cost is based on all students in the district, not just those affected or receiving services for this component. Interestingly, the costs identified by districts seemed to be split into two groups: A high cost group and a low cost group. It seems that the ambiguity around what exactly the new assessment will entail lead to districts approaching the new potential costs differently. Once the assessment is finalized it will be easier to determine the true cost per pupil.

For the current report, APA provides two cost estimates. The range is from \$3.12 to \$12.58 per pupil. In establishing the low cost estimate APA did not have enough information to estimate any difference in cost due to size. For lower cost districts the estimates will simply use the state size adjustment used as part of the state funding formula. The high cost estimate did have information from different size districts and an adjustment was applied to create a cost for every district. The additional cost for different sizes is in displayed in the following table; it ranges from 1.0 at the largest districts to 2.33 for a district with 50 students. Since there was no cost information for districts with less than 1,500 students APA extrapolated out estimates for this size category. These estimates may change in later reports as more accurate information is received.

Content Standards

The content standard component costs range from \$87.99 per pupil up to \$280.61 per pupil. The costs per pupil generally increase as districts get smaller. The costs seem to be flat or constant from around 40,000 students and up. This knowledge allowed APA to establish a base cost for content standards of \$94 per student for any district with 40,000 or more students. The size adjustment for this component is included in the table that follows.

Adjusting Costs for the Size of Districts

As was discussed in both of the paragraphs above, the district-level costs increase at a per pupil level as districts get smaller. This is consistent with how the state currently allocates funds to districts under the School Finance Act. Still, the relative differences by component differed from one another and from the state's current size adjustment. The table below shows the different size adjustments APA applied for this study compared to the state's current adjustment. APA took the state's current adjustment which gives every district at least some level of size adjustment and set the lowest adjustment to 1.0.

Enrollment	School Finance Act Current Adjustment	School Readiness Adjustment	New Content Standards Adjustment
50	2.33	2.33	4.99
100	2.14	2.20	4.59
500	1.19	1.92	3.66
1000	1.09	1.80	3.27
2500	1.02	1.63	2.74
5000	1.00	1.51	2.34
7500	1.00	1.44	2.11
10000	1.00	1.39	1.94
15000	1.00	1.32	1.71
20000	1.00	1.27	1.54
30000	1.00	1.19	1.31
40000	1.00	1.14	1.14
60000	1.00	1.07	1.00
80000	1.00	1.02	1.00

It is important to remember that APA had no data for districts under 1,500 students so the size adjustments may change as better information becomes available in later phases of the study.

Total Costs for School Districts

All the costs reflect an 18 month period for implementation as examined in this study. The School Readiness component shows the range of costs from a low of about \$2.6 million up to about \$13.3 million. Again, these figures reflect differences associated with districts' varying expectations on how much new work will have to be done to prepare for the new assessment. Once the assessment is available a more final estimate can be created. The per pupil average costs range from \$3.12 per pupil up to \$15.95 per pupil. The Content Standards component has an estimated total cost of about \$126 million dollars. This is an average of \$151.27 per pupil. Again, once better information is gathered for districts with less than 1,500 students a more precise estimate will be made. No costs have been estimated at the current time for the Postsecondary and Workforce Readiness component. This decision is based upon too many unknown variables on expectations, definitions and assessments.

Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
\$2,596,988 to \$13,277,343	\$125,915,881	Could Not Estimate at this Time	\$128,512,869 to \$139,193,224

This would be an average of \$154.39 to \$167.22 per student for Components 1 and 2.

Institutions of Higher Education

APA, at the advice DHE, determined that the most appropriate way to reach out to institutes of Higher Education (IHEs) would be to survey them individually. APA created a similar collection device to the one used with school districts that gave a starting list of tasks, previously reviewed by DHE, that IHEs may be undertaking as a result of CAP4K. The device then asked the IHEs to identify what resources were needed to accomplish these tasks. IHEs were allowed to modify the list of tasks as they saw fit. This collection device is available in Appendix B.

General Tasks Undertaken

Planning to incorporate any needed changes to Teacher Preparation Program (Components 1, 2, and 3): As a result of CAP4K, IHEs will likely need to modify their Teacher Preparation Programs to properly

educate students on the new expectations of school readiness and postsecondary and workforce readiness, as well as on the new content standards.

Determining any needed changes to course descriptions and materials (Components 1, 2, and 3): IHEs will need to update course descriptions and materials, such as course catalogs and website content, to reflect possible changes to their Teacher Preparation Programs, admissions requirements, or remediation classes.

Participating in the Development of the School Readiness, Postsecondary and Workforce Readiness, or New Content Standards (Components 1, 2, and 3): Unique to community colleges, some instructors from these institutions participated in the development of the new standards.

Participating in Stakeholder Meetings (Components 1, 2, and 3): IHEs participated in stakeholder meetings through DHE and CDE.

Postsecondary and Workforce Readiness (PWR) Tasks

Planning for any needed changes to admissions requirements (Component 3): Changes to graduation requirements that occur as a result of CAP4K could impact IHE admissions policies if students that meet a certain set of requirements are guaranteed IHE admission. The amount of cost would ultimately depend on the degree to which new graduation requirements mirror existing admissions requirements.

Planning for any changes to how remediation needs will be assessed or for how remediation will be provided (Component 3): If students graduate high school ready for postsecondary success this would likely lower the burden on IHEs to provide remediation.

Total Costs by Component for Higher Education Institutions

Ultimately, two institutions returned APA's collection device in the time provided. Other IHEs indicated to DHE that they would be unable to do so. At that time, DHE determined that it would be best if DHE created estimates for the remaining institutions collectively. These estimates were created by type of institution (such as research versus moderately selective) to reflect the differences in costs that would occur for each group. DHE applied a previously created cost estimate formula to estimate costs by institution.

The table below displays the total costs by component for each type of institution. Please note that totals reflect costs to all institutions (number indicated in parentheses) of a certain type.

Type of Institution	Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
<u>4 Year Institutions</u>				
Research (6)	\$72,000	\$442,080	\$302,400	\$816,480
Moderately Selective (5)	\$36,000	\$230,000	\$175,000	\$441,000
Modified Open (1)	\$1,280	\$8,400	\$7,000	\$16,680
<u>2 Year Institutions</u>				
Community College (15)	\$83,094	\$171,430	\$18,497	\$273,021
All Institutions	\$192,374	\$851,910	\$502,897	\$1,547,181

This would be \$7.08 per student using DHE's 2008 head count enrollment figures.

Costs to All Entities during Phase I

In each of the previous sections APA attempted to assign a cost to the activities each entity was undertaking; this was easier to do in the cases of CDE and DHE, but more difficult for school districts and higher education institutions. School districts, in particular, are only beginning to implement CAP4K and their understanding of what will be required is limited; as such, it is difficult to predict what their full costs will be. APA therefore only included costs to districts that it felt it could comfortably estimate at this time; this means that the total cost estimates shown below do not include costs to districts for the PWR component and include a range for the school readiness component. All figures in this report should be considered rough estimates only and APA intends to review and refine these figures to produce a more complete and accurate cost picture in subsequent reports. APA believes that the most important information coming out of this report are the lists of activities that each entity is undertaking which demonstrates the scope and impact of CAP4K during Phase I.

With these caveats in mind, the total preliminary estimated costs by component for each entity are shown in the table on the following page.

Entity	Component 1: School Readiness	Component 2: New Content Standards	Component 3: Postsecondary and Workforce Readiness	Total
Colorado Department of Education	\$250,339	\$929,716	\$341,117	\$1,521,172
Department of Higher Education	-	-	\$178,637.66	\$178,638
K-12 School Districts	\$2,596,988 to \$13,277,343	\$125,915,881	Cannot Estimate at this Time	\$128,512,869 to \$139,193,224
Higher Education Institutions	\$192,374	\$851,910	\$502,897	\$1,547,181
Total Estimated Cost for CAP4K Phase I (Incomplete)			\$131,547,181 to \$142,440,214	

